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ABSTRACT

The main working document encompasses the following seven main topics: (1) the role of documentation and library services in the educational, social and economical development in Africa; (2) the present state of documentation and library services in Africa; (3) library development in relation to the African Book Development Programme; (4) planning of documentation and library services; (5) training of personnel; (6) a long-term plan for documentation and library development in Africa and (7) a compilation of recommendations made at international meetings on development of documentation and library services. (MM)

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Expert Meeting on National Planning of Documentation and Library Services in Africa

Kampala, Uganda - 7-15 December 1970

MAIN WORKING DOCUMENT

I. The rôle of documentation and library services in educational, social and economical development in Africa.

II. The present state of documentation and library services in Africa.

III. Library development in relation to African Book Development Programme.

IV. Planning of documentation and library services.

V. Personnel.

VI. A long-term plan for documentation and library development in Africa.

Annex: Compilation of recommendations made at international meetings on development of documentation and library services.

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CONTENTS

		Page
I.	THE ROLE OF DOCUMENTATION AND LIBRARY SERVICES IN EDUCATIONAL, SOCIAL AND ECONOMIC DEVELOPMENT IN AFRICA	5
	Introduction	5
	Education	6
	Development planning and issues	6
	School libraries	7
	Public and national libraries	7
	University libraries, specialized libraries and documentation centres	8
II.	PRESENT STATE OF LIBRARY AND DOCUMENTATION SERVICES IN AFRICA	11
	English-speaking Africa	11
	Legislation	11
	School libraries	12
	Public libraries	13
	National libraries	15
	University libraries	17
	Special libraries and documentation centres	18
	Personnel	20
	Library education	20
	Librarianship as a profession	22
	Future needs in personnel	23
	Libraries and their holdings by category of library (Table of latest data available - English-speaking Africa)	24
	Current expenditure on libraries (Table of latest data available - English-speaking Africa)	25
	French-speaking Africa	26
	Legislation	26
	School libraries	26
	Public libraries	28
	National libraries	30
	University libraries	31
	Special libraries and documentation centres	32

		Page
	Personnel	33
	Library education	33
	Librarianship as a profession	35
	Future needs in personnel	35
	Libraries and their holdings by category of library (Table of latest data available - French-speaking Africa)	37
	Current expenditure on libraries (Table of latest data available - French-speaking Africa)	39
III.	LIBRARY DEVELOPMENT IN RELATION TO AFRICAN BOOK DEVELOPMENT PROGRAMME	41
	Translations	41
	Subject matter	42
	Imports	42
	The book shortage	43
	Educational books	43
	Supply targets	44
IV.	PLANNING OF DOCUMENTATION AND LIBRARY SERVICES	47
	Definition	47
	Need for planning	47
	Levels of planning for documentation and library services	48
	(a) National	48
	(i) National, public and school libraries	49
	(ii) University, special libraries and documentation services	50
	(b) Regional and international	50
	Possible linkages between various types of libraries and documentation centres: co-operation in the region and at international level	51
	(a) Linkages at national level	51
	(i) Public and school libraries	51
	(ii) University libraries, special libraries and documentation centres	51
	(b) Co-operation with other countries in the region and at international level	51

	Page
Standardization	52
Principles of the planning of library and documentation services	52
A. Who should plan	52
B. Political decisions regarding the extension and development of documentation and library services	53
C. Documentation and library services planning bodies	53
D. Stages in planning	53
(i) Review of acquired experience	53
(ii) Diagnosis	54
(iii) Determination of needs	54
(iv) Programming	54
(v) Publicity	54
(vi) Execution and evaluation	55
(vii) Financing	55
(a) Priorities	55
(b) Financing sources	56
(1) National sources	56
(2) Resources from abroad	56
Structure of national library and documentation services	57
V. PERSONNEL	59
Training of personnel	59
(i) Location of schools	59
(ii) Diplomas or degrees to be granted	60
(iii) Conditions of admission	60
(iv) Curriculum	60
VI. A LONG-TERM PLAN FOR DOCUMENTATION AND LIBRARY SERVICES IN AFRICA	61
Costing and financing of documentation and library services in Africa	61
Costing framework	61
Diagnosis and target setting problems	62
Existing position and projected targets	62

	Page
Costing and financing	64
National libraries	66
University libraries	67
School libraries	67
Special libraries	67
Public libraries	68
ANNEX: Compilation of Recommendations made at international meetings on development of documentation and library services	71
List of sources	77

I. THE ROLE OF DOCUMENTATION AND LIBRARY SERVICES IN EDUCATIONAL, SOCIAL AND ECONOMIC DEVELOPMENT IN AFRICA

Introduction

1. In considering the potential rôle of documentation and library services in educational, social and economic development, a brief indication of the actual educational, social and economic situation in the region should be given. The following paragraphs are adapted from parts of the recent report of the Commission on International Development and other sources(1).

2. While Africa south of the Sahara is often regarded as a homogenous whole, the region is divided by linguistic and cultural differences, some ancient and others inherited from the colonial period.

3. National boundaries created at independence sometimes cut across ethnic, linguistic, topographic and economic lines. Thus many countries were faced at the outset with an urgent problem of consolidating national unity through the creation of structures to establish and maintain national sovereignty and the improvement of social services. Transport and communications systems were also conceived in terms of the economic needs of former colonial administrators or settlers and close relations among African States, especially those of different colonial association, are only starting to develop.

4. Africa has been a late starter in economic development. Only two countries in the region (Ethiopia and Liberia) were independent before 1950 and the relatively recent beginning on development programmes explains to a large extent Africa's great scarcity of skilled personnel and the fact that the structure of exports remains vulnerable to world fluctuations.

5. The continent of Africa has one quarter of the world's land surface but no more than 10% (328 million) of its population. Its population is the slowest growing of the developing continents with an annual average of 2.3%. Yet even this rate, when gross economic growth is only 4%, means very little increase in income per head. The region now under consideration (West, Central and East Africa) has an estimated population of 237,000,000 with approximately the same growth rate.

6. Agriculture employs most Africans and makes up a very high proportion of total output in most countries. The share of industry in output and employment in these predominantly agricultural societies has remained low. Industry is growing more rapidly than agriculture, but employs no more than 2% of the African labour force. Industrialization is concentrated upon import substitution, sometimes on an uneconomic scale, and upon the processing of primary products.

7. Eighty per cent of exports are primary commodities; if very slightly processed minerals are added, the total export value rises to 95%. In most countries exports are concentrated in very few commodities.

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(1) Pearson, Lester B. Partners in development; report of the Commission on International Development, New York, Praeger Publishers, 1969. pp. 260-280.

Education

8. The overriding shortage in Africa is still trained manpower. When independence came, few countries had sufficient administrators, managers and professional personnel to take over from the Europeans. In general, the labour force still lacks high-level skills. These conditions result from the former low levels of school enrolment in Africa and the failure of the educational systems to adapt to local needs.

9. Although African countries are beginning to give greater attention to the manpower aspects of development, their initial reaction was to promote rapid expansion of enrolments without the changes necessary for more effective education. Between 1950 and 1965 primary school enrolment in this region more than tripled as universal education became accepted as a basic right (4,771,000 to 15,436,000).

10. Enrolment in secondary school, universities and post-secondary institutions increased seven times. By 1965, 1.4 million were attending secondary schools - including vocational and teacher-training institutions - while 60,000 from the region under consideration attended institutions of higher education either in Africa or abroad. Thus by 1965 about 12.5% of the population were enrolled in educational institutions. There were estimated to be about 86,200,000 illiterate adults in 1960.

11. Expenditures for education in this period rose steeply. In a sample of 18 countries, the percentage of the budget allocated to education ranged from 6.3% to 21.4% in 1960, whereas by 1965 the range was from 6.9% to 26.4%.

12. Although these indicators show the high priority accorded to education as a means of preparing the population to meet the future demands of development, the enrolment targets set at Addis Ababa in 1961 have not been reached. The main reasons are unexpectedly large increases in population and inadequate financial resources. The problem of quality is however now widely recognized as even more urgent since education had in many countries been becoming less and less relevant to the needs of the economies.

13. The challenge for the future is clear: for Africa as a whole only 32% of pupils enrolled in the first year complete the sixth. This squanders scarce funds in excessive costs per primary-graduate. The causes of this waste have been identified as inadequate educational facilities, shortage of properly trained teachers and irrelevance to African students of inherited curricula and systems. Growing numbers of school leavers and even university graduates are remaining unemployed, a sign of an educational system ill-adapted to the economic, social and cultural requirements it is supposed to fulfill. It may well be progress in this area, basic to all aspects of development, which most directly determines the pace of African modernization in the decades ahead.

Development planning and issues

14. Development planning became popular in Africa during the struggle for political independence and is now an accepted technique. Three-quarters of the African countries have some form of development plan.

15. The Pearson Report suggests that many plans have presented exaggerated hopes for industrialization and relative neglect of agriculture which in many countries remains largely at subsistence level and that plans do not face up to the problem of unemployment which may become a dominant concern in African countries in coming decades.

16. The general smallness of African markets and their complementarity are good economic reasons for urging African States to combine efforts to attain greater economic viability. In agriculture, increased pooling of resources for research should help to extend a trend toward increased productivity. Education and training must continue to receive top priority both to meet immediate manpower needs and to prepare future scientists and teachers. The organization and content of education must be adapted to African needs and particular attention should be given to the elimination of language barriers between Francophone and Anglophone Africa.

17. Few of these problems can be effectively improved in isolation by the individual countries. Gaining a position of increased economic and political strength in the world calls for the breaking-down of artificial barriers which separate African countries.

18. Keeping in mind this brief indication of certain of the problems in the social, economic and educational development of the region, we may envisage the appropriate rôle of library and documentation services.

School libraries

19. One of the major problems facing the developing countries of Africa has been the lack of suitably-trained teachers to man the rapidly increasing number of primary and secondary schools. As a result although quantitatively there has been vast development in education, there has usually not been a corresponding improvement in the quality. It is felt that the widespread use of school libraries could help in ameliorating these deficiencies. These school libraries would include collections suitable for students and their teachers and would also contain audio-visual materials to supplement the teaching programme of the school.

20. Development planners have usually considered the basic means of education as schools, teachers and textbooks and have not paid sufficient attention to the general reading materials commonly found in the school libraries of some developed countries which help the student to broaden his education and enrich the curriculum.

21. In addition, the stimulation of the habit of reading during the school years and the provision of adequate reading materials through public libraries could be an important means of overcoming the serious problem of relapse into illiteracy, one of the disturbing factors on the current educational scene.

Public and national libraries

22. In African countries where the book industry is not highly developed and where individual incomes are insufficient to permit wide purchase of books for personal use libraries are institutions which could spread ideas and thereby stimulate social development. With the increase in the potential reading public as a result of education and literacy programmes, a public library service, designed to grow with the reading public could be an essential instrument for fostering social progress.

23. Such a service which should reflect all political and religious viewpoints could provide to all citizens the material on which they could form their views. In addition to the views and thoughts of local writers, the works of writers abroad, translated, if possible, into local languages should be presented.

24. Public libraries could also play a rôle in the development of vocational aptitudes. At the Enugu Public Library, for example, it is reported that the majority of books lent were connected with functional development. The Nigerians were making heavy use of the library to develop their skill in improving agriculture, their knowledge of machines, automobiles, bicycles, etc. This should perhaps be one of the most important functions of public library service in developing countries.

25. Consideration should be given to the appropriate nature of public library service in African countries. In rural communities, public libraries of the traditional type may not be fully suitable. It is clear that libraries should be adapted to local social conditions and the nature of the public library in the context of different social situations would seem a good subject for discussion.

26. Attention might also be given to the feasibility of public libraries playing the part of cultural centres where the mass media would be used to supplement books for the education of rural and urban population as well as for providing them with a useful means of spending their leisure.

27. The rôle of the library in literacy campaigns has not, until now, been fully recognized. In addition to the primary objective of teaching illiterates to read, there is an equal responsibility to ensure that they will retain this capacity. This requires that they should have access to suitable reading materials through which they could develop and benefit from this new faculty.

28. The place of national libraries in economic and social development would depend on the functions assigned to them. Many national libraries house the publications produced within the country and are responsible for compiling the national bibliography. In this respect they contribute to the diffusion of cultural and technical materials and have an impact on development. In cases where the national library also serves as the central body responsible for public library services, its impact on educational, economic and social development is even greater.

University libraries, specialized libraries and documentation centres

29. The difficulty of obtaining suitable equipment and documentation for the undertaking of serious research in the humanities and sciences is a problem often faced by the academic staff of African universities. While photocopies and microfilms and other forms of transfer of information are available from abroad, these take time and frequently have to be paid for in currencies which governments are reluctant to release. With a better organization of library and documentation services the African scientists could contribute more actively to social and economic development.

30. Documentation in the field of agriculture and on the national resources of African countries is not always easily available. The progress already made in several African countries in organizing information in these fields needs to be extended. One solution seems to lie in the organization of documentation centres on a national, then sub-regional basis for the collection of this information and to facilitate its transfer. The improvement of techniques in agriculture and industry in Africa could be facilitated by easier access to the required documentation for research and for the training of skilled technical personnel.

31. Many engineering colleges, polytechnics and vocational training institutes are being established with an appropriate complement of teaching staff, laboratories and equipment. Their principal objective is to provide skilled personnel necessary for economic development. However, here too, it is often true that insufficient attention is paid to the needs of students and staff for library services with a resulting handicap to the effectiveness of the schools.

32. In developing countries in Africa, co-operation between university libraries and specialized libraries and documentation centres could ensure wider availability of scientific and technical information to researchers and technicians. The rational organization of a nation's scientific information resources would also enable the saving of foreign exchange through the elimination of at least a portion of current duplication in acquisitions.

II. PRESENT STATE OF LIBRARY AND DOCUMENTATION SERVICES IN AFRICA

33. In most of the African countries surveyed in this report, libraries are of recent origin. Education was usually pioneered by missionaries and it was not until fairly recently that governments recognized their responsibilities in this area. As a result of this governmental interest in education, a demand has grown up for documentation and library services which must be considered as a new activity for African countries. Significant progress has been made in establishing new libraries and the training of personnel, and it is expected that more efficient national documentation and library systems will be established in the near future in this part of the world in view of the increasing interest shown by various African Governments in the development of such services.

34. International agencies and bilateral aid have contributed greatly to the development of documentation and library services. Support given by British, French and American governmental and private institutions should be mentioned.

35. Unesco has also made an important contribution to the development of libraries in many African countries. It has provided opportunities for discussion of problems and programmes as well as practical help through demonstration, and assistance in training, by setting up a training centre and through opportunities to study abroad.

36. Unesco experts have assisted in projects in a number of the countries surveyed. In almost all the countries considered, foreign experts have carried out some kind of activity, ranging from surveys of library needs to the execution of specific projects.

English-speaking Africa

Legislation

37. The first legislation in developing Africa was the Gold Coast Library Board Ordinance passed in 1949, followed by similar legislation in Eastern Nigeria in 1955, Sierra Leone in 1959, Tanzania in 1963, Uganda 1964, and others. All these concerned mainly public libraries but, in 1964, Nigeria passed a legislation to establish a National Library. The Ghana law was the model for most of the other acts.

38. In most countries simple but effective legislation has been carefully prepared for the creation of national library services. The more advanced systems usually have a library board which is an independent authority loosely connected with a government ministry and serves as the Central Authority for public libraries. Sometimes the board also has supervisory and co-ordinating authority over other types of libraries, particularly those of government departments and schools. In some countries, however, libraries are administered directly by a government department and sometimes municipalities provide their own libraries while the national library services serve rural areas and also supplement the city libraries. In no country is there a central authority directly responsible for all types of libraries. In some, there is a degree of local authority in the administration of rural public libraries. University libraries are generally administered directly by the universities. School libraries are usually run by ministries of education and special libraries and documentation centres by the organizations they serve.

39. Some countries still lack legislation and a body responsible for providing and developing library services. In view of the very limited financial resources available, a clearly defined central controlling or co-ordinating authority responsible for all types of library services is clearly needed. Such a body should have the backing of a law providing also the financial means required for its operation. In none of the countries surveyed is there specific legislation on school libraries. In almost all the countries, professional librarians are needed to undertake the task of advising on and assisting the development of school libraries.

School libraries

40. In developing countries, it would seem appropriate that library service for children should receive the highest priority for the development of efficient school library services is likely to have the greatest impact. The general situation in this field is not at present satisfactory, however.

41. By and large, the most serious obstacle facing schools in providing adequate libraries is not financial but lack of staff with sufficient authority and time to take charge of setting up and organizing the school library. If we regard primary and secondary schools as the most important stage in the education system, when most of the skilled manpower of a nation is trained and the quality of the future university student is determined, where character building and the qualities of leadership can best be developed, then it is at this stage that children should be taught and trained how best to use libraries.

42. Happily, the number of school administrators who regard school libraries as a luxury, since they have completed their education without libraries, is decreasing. Admittedly, with funds always in short supply, the school library has to compete with other priorities - for example textbooks, buildings and equipment and it requires courage, foresight and intelligent planning to give the library its due share.

43. In accordance with the recommendations of a Unesco expert, the Nigerian Federal Ministry of Education established a centralized School and College Library Service at Yaba, in 1964, to service the Federal District of Lagos (now Lagos State). The service aims at building up basic reference and lending libraries for teachers, teachers-in-training and education officers; establishing a central textbook library; providing professional advice regarding school library planning, helping to train school librarians and organizing libraries in schools and colleges.

44. A regional library service to schools and colleges started in the Western Region (Western State) in 1953, although the Western Regional Public Library itself was established only in 1955, as a unit of the Ministry of Education. Standards are set for the schools to attain and, although books are supplied to schools and colleges, they are also encouraged to build their own collections.

45. The Ghana Library Board provides children's collections in its libraries with fixed location. Libraries in primary, middle and secondary schools and teacher-training colleges are the responsibility of the Ministry of Education. From 1953 to 1965 the Board also operated a Mobile Library Service to middle schools in rural areas. In all, over 1,800 schools were serviced but the work had to be suspended owing to lack of funds. Fortunately, funds have now been promised for its resumption. Supplementary reading materials supplied by the Ministry of Education form class libraries in almost all middle and primary schools.

46. In 1968, the Library Board undertook a survey of secondary school and training college libraries. The staffing of school libraries was found to be a major problem and, in co-operation with the British Council, the Board has now organized workshops for teacher-librarians. The development of a network of public library services has thus preceded the establishment of adequate school libraries. Since the population is mainly rural and the literacy rate is low, library development should appropriately start with the schools. Libraries in secondary schools and training colleges are in fact growing rapidly but they still need professional advice and encouragement.

47. In Tanzania, a Unesco expert is currently engaged in setting up a pilot school library scheme for secondary schools. The results are expected to lead to a co-ordinated system administered by the Tanganyika Library Service. There is provision for training teachers in elementary library methods, providing on-the-spot advice by professional specialists and a range of supporting services. Upper primary schools are to receive loan collections of books to be changed at frequent intervals. Teacher-training colleges are at present assisted by the library of the Dar-es-Salaam Teachers College where most of the professional operations, e.g. preparation of catalogue cards, etc. are carried out. Regular visits are made by the librarian to these colleges and a training scheme for assistants to take charge of these libraries has been set up.

48. The Library Board in Sierra Leone gives assistance and advice to libraries in secondary schools, school libraries, training colleges and technical institutes. Some have already been established or are in preparation and arrangements are being made for the supply of books to primary schools throughout the country.

Public libraries

49. Africa is gradually emerging from illiteracy so that there is an increasing demand for reading materials of all kinds to meet a great variety of needs. Not enough is published locally and much of the material has to be imported raising problems both of suitability and of foreign exchange drainage. Local book production can provide only a small fraction of the acquisitions of any library. Local book shops are not usually well stocked, even with imported books, and a good part of the reading population has to depend on public libraries.

50. Most African countries have been working towards full primary and middle education for some time now and not enough provision has been made for secondary education. Public libraries can help provide the means for continuing education at reasonable cost for those unable to pursue formal education.

51. Provision for children is usually made in the countries that have developed good public library services. But, until these services are greatly expanded, they will not be available to rural school children. Where good school libraries do not exist, as is usually the case, there is an obvious need for co-ordination between public library services and schools for most countries cannot afford to provide both. In one or two countries, an extension of the children's service of the public library to rural schools in the form of a mobile library has done much to improve the quality of school library services.

52. The degree of development of public libraries varies considerably in the countries surveyed. In some countries, like Ethiopia, where some municipal authorities provide public library services, provision varies from poor in some

municipalities to none in others. Generally this system has meant a lack of library services for the vast majority of the population, including those in rural areas which are not in a financial position to provide the service. There is no central authority responsible for the development of library services.

53. In a number of countries, e.g. Ghana, Sierra Leone, some Nigerian States, Tanzania, etc. there is a properly constituted body (library board or government ministry). In these countries, the boards are responsible for establishing, maintaining and equipping public libraries throughout the country (or State). The legislation makes provision for the financial means to carry out such functions. In almost all cases rather imprecise delineation of the area of operation of the Board is ill-defined and often the term public library is not specifically mentioned. Overall co-ordination of information services should therefore be envisaged.

54. Funds are usually inadequate; library provision is expensive and it is important to avoid unnecessary duplication of effort. Therefore library activities in each country should be co-ordinated, especially as most libraries are either directly or indirectly State supported.

55. Ghana has a good public library service with headquarters at Accra, regional libraries with supporting branch libraries, mobile libraries and book boxes, library centres and a middle school mobile library service, postal services and a research library on African affairs. The Ghana Library Board is an independent statutory body which is responsible for the provision of these services and is almost entirely financed by the Central Government with small subventions from those local authorities which have full-time libraries. With the development of the service, and of the structure of local government, a case for greater decentralization seems to be emerging. The present small grants-in-aid made to the Board by local authorities might then develop into a substantial additional source of income. This will, of course, depend on the availability of enough experienced high calibre staff. Generous funds were provided from the early stages but more are needed if the earlier rate of expansion is to be maintained without lowering standards. Of significance in Ghana's development of public libraries is the fact that the service was built out of funds from internal sources.

56. Nigeria has perhaps benefited most from Unesco's activities in the library field. The Ibadan Seminar was immediately followed up in 1957/1958 by a Unesco pilot library project in Enugu, Eastern Nigeria. A central library with divisional libraries and bookmobiles was created. Smaller branches were constantly being brought into the system. The early stages were made possible with Unesco assistance and with grants from the British Council, but recurrent costs and those of further expansion have been borne by the Eastern Nigerian Library Board (now the East Central State Library Board), an independent body backed by comprehensive legislation.

57. In Western Nigeria (Western State), public library provision is the responsibility of a unit of the Ministry of Education. There is a lending library at Ibadan and the rural areas are served by mobile libraries. Local councils in the State are encouraged to take the initiative in establishing public libraries. Professional advice and books are provided from Ibadan and library assistants are trained for local council libraries. Northern Nigeria had a regional library project with headquarters at Kaduna but, with the division of the region into six States, the service has been split up and the books shared,

leaving only the central reference collection at Kaduna. The Lagos City Council is responsible for public library provision in Lagos.

58. In Tanzania, the Tanganyika Library Services Board is responsible for public library provision. There is an impressive headquarters library in Dar-es-Salaam with group libraries centred in the largest towns and administratively responsible for branch libraries within their areas. There are no mobile libraries as yet. The high rate of illiteracy and lack of adequate books in Swahili impose limitations on rapid expansion to rural areas. There is also the problem of poor roads and vast distances to be covered. In the initial stages, the Board was successful in securing sufficient money, as part of a British Government development loan to Tanzania, to finance buildings and book stocks.

59. In some countries which are just beginning library services a large number of service points have been opened from the start. Almost invariably these have proved to be inefficiently run owing to lack of trained personnel. Dispersal of stock into small ineffective units has sometimes led to heavy losses and what amounts to a shadow service. Other countries, e.g. Tanzania, have resisted this temptation and have aimed instead at restricting the service to fewer but more effective service points.

60. In Sierra Leone, the pattern is very much the same as in Ghana and Eastern Nigeria. There is a Library Board backed by legislation.

61. In Uganda, a public libraries act has been passed and a public library board established, but the service is just beginning to develop. The same is true of Kenya which passed its National Library Services Act in 1965. A headquarters library exists but provision for regional libraries, branches, etc., still remains in the planning stage.

62. Liberia established a National Public Library in 1959 but the support given the library has been negligible, and there has been no legal authority to ensure adequate implementation. A major problem has been the lack of trained professional librarians and the amount of money provided for books has been very low. A Unesco expert recently surveyed the country's needs for public libraries and submitted a report. As a first step towards implementating the recommendations, the government has sent several librarians abroad for professional training.

63. There is no national library service in Ethiopia. Only a few municipalities have set up public libraries for their towns and provide reference and lending facilities. A Unesco expert has recently toured the provinces and submitted recommendations to the government.

64. Malawi passed a law providing for a National Library Services Board in 1968. While development has just begun, there are already some 37 library centres and a postal service. The municipalities provide their own libraries.

National libraries

65. The National Library as a separate institution and possessing the right of legal deposit as is common in developed countries is rare among the countries surveyed. Also the concept of a National Library and its relation to a national library service is new.

66. In Mauritius the Archives Department has been the legal depository for books, pamphlets and periodicals published in the country since 1893. This Department has therefore assumed leadership in bibliographical matters and related activities.

67. In Ethiopia, there is a National Library, set up by Imperial Decree in 1944, under the Ministry of Antiquities. However, leadership in bibliographical matters is assumed by the Institute of Ethiopian Studies of Haile Selassie I University, which is responsible for producing the "Ethiopian National Bibliography". The Institute also produces the "Register of current research on Ethiopia and the Horn of Africa". The Ethiopian National Library is not yet a national library in the full sense; it collects Ethiopiana for research and runs a section which is open to the public, but it issues no publications, nor does it possess the right of legal deposit.

68. In Tanzania, there is no separate National Library. The Tanganyika Library Services Boards undertakes this responsibility and has provided facilities for a national library in its central library at Dar-es-Salaam which houses all the printed items received under legal deposit. There is no national library as such in Kenya either, although one may be set up under the Kenya National Library Service Board Act of 1965.

69. In Malawi, there is no national library as yet, nor is there a legal deposit law. The university library in Zambia is about to be recognized as the national library, but it does not appear to have assumed the functions as yet.

70. In Nigeria, with the passing of the National Library Act of 1964, a service was immediately started. The Ford Foundation provided a technical assistance staff. The library is strictly a national research and reference library and is responsible for bibliographical development in Nigeria. As a deposit library, it should receive all Nigerian publications by right, but since the separate States have their own deposit laws, it has not been possible to collect all material printed in the country. The National Library houses the National Union Catalogue begun in 1963 and has also taken over publication of the Nigerian National Bibliography formerly prepared by Ibadan University. A new National Library Law is to be enacted as well as a new legal deposit law.

71. There is no national library as such in Ghana. The Research Library on African Affairs, formerly the George Padmore Research Library, which comes under the Ghana Library Board, may form the nucleus of such an institution. It aims at the widest possible collection, processing and dissemination of the recorded literature, history and culture of the entire continent of Africa. It is open to the general public. Selected bibliographies on matters of current interest are issued from time to time. It is responsible for the Ghana National Bibliography.

72. However, current thinking is not in favour of a monolithic central national library but rather of one which would share its functions among several types of libraries, assisted by a bibliographical centre which would be responsible for the compilation of the national bibliography and other publications in addition to housing a union catalogue of the entire book resources of the country.

It is thought that in a small country like Ghana, the cost of a separate national library could be avoided. What is required is that all library activities in the country should be co-ordinated, especially since most libraries are either directly or indirectly State supported.

73. In Ghana, the three universities and the Ghana Library Board possess the right of legal deposit. But the deposit laws are ineffective as they exclude government publications and the government is the biggest publisher.

University libraries

74. University libraries in most of the countries surveyed are fairly well organized. In some, as at Accra and Ibadan, provision for the university library is written into the constitutions of the universities, thus giving recognition to the importance of the library to the university's aims and functions. In almost all of them, the librarian is accorded the status of Professor. The librarian often is an ex-officio member of the Academic Board and in some cases may be given all the prerogatives of a Dean. Regrettably, in a few, the librarian is regularly by-passed in the planning of new courses.

75. In many of these institutions, the question of departmental libraries has not posed many problems. For the most part the university has recognized the need for a stong central library with smaller departmental libraries where these could be justified. However, there are cases where departmental libraries have set themselves up in competition with the central library of their universities. Where this happens funds are inevitably wasted through unnecessary duplication. The University of Zambia library makes permanent loans to departments, but the books remain the property of the Central Library. Haile Selassie I University goes even further in defining the prerogatives of its central library and librarian and in protecting the interests of its library.

76. A problem often faced by university libraries in Africa is that they may constitute the sole source of book supply for the staff and students, whereas in developed countries staff and students often have access to other well developed libraries. This calls for a higher ratio of library expenditure to total university expenditure than in most developed countries. In some universities, library expenditure is small, but others are spending between 5% and 9% of the total university budget. For the same reason, there is usually pressure from non-university staff and students for use of the facilities of the university library. In the African situation, the university library cannot be regarded as private property but should open its doors to serious outsiders as well, at least for reference purposes.

77. Many of the university libraries have the right of legal deposit and therefore receive copies of most material published in the countries. Some, in the absence of national libraries, have assumed at least part of that rule. We have seen that Ibadan University Library was responsible for compiling the Nigerian National Bibliography until the Nigerian National Library came into being and that in Zambia the possibility of having the university library legally recognized as the national library is under active consideration.

78. In all the universities, feverish attempts are being made to build up Africana collections, a field in which co-operation is essential among libraries, including national libraries with similar interests in the same country. Co-operation on the wider African scene would also be useful.

79. The ever-increasing student population has faced libraries with the problem of providing an adequate supply of materials, for example through purchasing multiple copies of textbooks.

80. Universities in these countries are usually government institutions depending on the government for annual grants and, as knowledge expands, it is not possible for any one library to acquire all the materials needed. Co-operative acquisition of expensive and rarely used materials could with advantage be undertaken on a national basis. Already the "Leverhulme Conference on University Libraries in Tropical Africa" has done much to bring together university librarians among the African countries. Already, there is talk of formulating minimum standards to cover various aspects of work in university libraries, e.g. reader capacity of library buildings in relation to student numbers, book stock in relation to student numbers, and ratio of library expenditure to overall university budget.

81. Librarians in these countries are already over-burdened but, if adequate library facilities for the student explosion that is almost sure to take place in the next few years are to be met, then university librarians must see to it that the implications of this explosion in terms of books, staff, buildings and finances are clearly stated and understood.

82. Many of the new university libraries have not had the advantage of bequests of research collections of value to the local teaching staff. With rare exceptions, university libraries do not have rich collections of specialized research materials, except in Africana. This is a field in which co-operation on an international basis among libraries in Africa could be useful. Publication of library bulletins, bibliographies and indexing services can also help. Development of microprint and photostat services should also be encouraged.

Special libraries and documentation centres

83. Special libraries were among the first libraries to be established in the countries surveyed. Most of them were founded to serve the bibliographical needs of research organizations or government departments. Following the general trend towards development, new scientific and other research organizations have sprung up in fields such as agriculture and tropical forestry medicine, geology, African history, hydrobiology, roads and buildings, etc. Supporting special libraries have sprung up to cater to the attendant bibliographical needs.

84. The most common special libraries in Africa are those of government departments which provide officers with the information services in connexion with official work. Their stocks include not only books and periodicals but sometimes also documents of a confidential nature. For this reason government department libraries and other special libraries often reserve the right to refuse public use of their collections. In the majority of cases, the library consists of a few cupboards of reference books and some back numbers of periodicals taken charge of by a clerk. There is usually no separate budget provision for books and they are purchased when a specific need arises. Sometimes valuable documents and material remain hidden in poorly organized libraries so that effort is wasted in duplicating work already done. Libraries of government departments are among those most in need of help.

85. Obviously some government departments do have to make separate budget provision for purchase of books and the salary of a professional librarian. Often however the librarian is burdened with cumbersome administrative machinery for the purchase of books and other materials so that the required information cannot be supplied quickly.

86. In general the better organized special libraries are to be found among industrial, technical and scientific research institutes. These bodies, some of which are national, are aware of the benefits of a library to their work and are prepared to meet the cost. Some have existed for many years.

87. Developing countries cannot afford the expense of repeating work already done elsewhere and must find the means to avail themselves of vital information which can often be obtained free of charge. This calls for documentation centres.

88. Many of the present special libraries are small and lack adequate funds and staff to carry out important work. While some are able to compile bibliographies on specific subjects, and some compile abstracts and other current awareness publications, most of these activities are conducted on a small scale. A considerable amount of documentation work is also carried out in such university libraries as Ibadan.

89. In Ghana, the majority of well-run special libraries operate under the aegis of the Council for Scientific and Industrial Research, a national body responsible for various types of research designed to assist the economic and social development of the country. The ten or so research institutes in various parts of the country have good libraries run by professional librarians. The Council's "Central Reference and Research Library" plays a supplementary rôle and an abstracting service was started in 1965 with the assistance of a Unesco expert. This library also houses the nucleus of the "Ghana Union Catalogue of Scientific and Technical Books" and in 1966 produced a "Union list of current scientific periodicals in Ghana". This set-up may very well develop into a National Scientific Documentation Centre and could benefit greatly from close links with the three universities.

90. The Crop Research Institute, one of the institutes of the Council for Scientific and Industrial Research is responsible for the "Ghana Journal of Agriculture" which is published twice yearly and is intended to serve as an outlet for papers in English and French concerning West African Agriculture and related disciplines.

91. Nigeria has a large number of well-run special libraries. The "International Institute of Tropical Agriculture" founded at Ibadan in 1968 shows possibilities of becoming a leading documentation centre in its subject field among the English-speaking African countries. It plans to offer bibliographical and reference services to serious research workers in the field of tropical agriculture. It hopes to acquire a computer, xerox machines and other such equipment that may be required for a modern information and documentation system.

92. The Mauritius Sugar Industry Research Library is worthy of special note; the newly-founded University of Mauritius has taken over the former Department of Agriculture Library.

93. There are many special libraries of note in East Africa, some of which have benefited greatly from contributions by outside foundations. For example

Wellcome Medical Research Laboratories have provided buildings and a xerox photo-copying machine. Other forms of help come from the Rockefeller Foundation. The East African Research Information Centre (EARIC) is sponsored by the East African Academy and financed by the Ford Foundation; it is a new institution whose immediate objectives are to collect, collate and disseminate information on past and current research in the social sciences with special reference to East Africa.

94. Further assistance is needed in the countries surveyed for the setting up of documentation centres. There is also need for assistance in training in techniques of scientific documentation, translation and reprography. Also, considerable difficulty is experienced in developing countries in procuring scientific information from documentation centres located in Europe and America. This results from the foreign exchange situation since microcopies, photocopies etc. have to be paid for in dollars or sterling.

Personnel

Library education

95. Putting into effect the modern concept of the library with its stress on dissemination of information calls for library personnel with a high degree of general and professional education. The first formal library school in West Africa was founded in Accra, Ghana, as early as 1945, but it lasted for only one year as there was at the time no real demand for librarians. The need arose soon afterwards, however and the supply of professional librarians came from outside Africa, particularly from Britain and the United States of America. African trainees had to be sent abroad for training , a system that was not only slow but had also other disadvantages.

96. Indigenous library education did not really become a subject of interest in Africa until the Ibadan Seminar on the Development of Library Services in Africa (Unesco) was held in 1953. It was decided there that the basic recommended policy for the future should be full-scale leadership-level training of professional librarians for Africa, provided in Africa.

97. In 1960, following the expansion of library development in West Africa, the Institute of Librarianship at Ibadan University was established with the generous support of the Carnegie Corporation. The Institute aims to help the development of libraries by training librarians and investigating problems of librarianship and bibliography with special reference to Africa and with particular attention to filling the higher ranks of the profession. From 1960 to 1963, it prepared students for the British Library Association Examinations until it started its own post-graduate diploma course in the 1963/1964 academic year. So far, the institute has produced 113 qualified librarians, and of these 97 hold the Institute's diploma. The Institute now awards a post-graduate diploma in librarianship (Dip.Lib.) and two research degrees, the Master of Library Science (M.L.S.) and the Doctor of Philosophy in Library Studies (PhD).

98. The post-graduate diploma course lasts one academic year. The syllabus provides for the basic general training needed for all types of libraries with emphasis on the special requirements of African readers and the problems peculiar to libraries in the topics. For some time now the question of initiating a

residential certificate course for the intermediate grade of library staff has been under discussion, but to date with no result. In 1968/1969, therefore, a class of students attended instead a supervised course of in-service training at the National Library, Lagos. The Ahmadu Bello University, Zaria, Nigeria has also announced two types of courses in librarianship: a three year undergraduate course leading to the degree of Bachelor of Library Studies and a two year course leading to the Diploma in Library Studies.

99. In Ghana, a library school was founded under the auspices of the Ghana Library Board in 1962. It immediately occupied its own specially constructed buildings and began preparing full-time students for the British Library Association examinations. This was intended as a temporary expedient until such time as a local diploma could be introduced. Many of the trainees came from Nigeria, Gambia and Sierra Leone. In 1965 the school was moved to and became part of the University of Ghana as the Department of Library Studies. The Department ran a first degree course for which a Bachelor's degree was awarded, but when the University Academic Board decided on a two year post-graduate professional training the first degree was abandoned.

100. The Ghana Library Board which is the largest employer of library staff in the country conducts its own in-service training programme for its middle-level staff. A full-time course not exceeding six months is arranged annually for staff recruited with at least five credits at the G.C.E. examination. Students are drawn from among the staff of the libraries operated by the Board who have worked for at least one year. However the need for a middle-level course has been felt not only within the institutions run by the Ghana Library Board but in the other types of libraries. Therefore the University of Ghana has approved, in principle, the setting up of a middle-level course at the Department of Library Studies there.

101. In Uganda, the East African School of Librarianship was established in 1963 at Makerere University College, Kampala, with the assistance of Unesco, the Danish Government, the British Council, the Rockefeller Foundation and other sources. The general supervision of the school is entrusted to the Council for Library Training which consists of representatives from Kenya, Tanzania and Uganda. The Council serves as a link between the school and Makerere's Academic Board. The school has the status of an institute within the college. Diploma courses are offered as well as six month certificate courses for library assistants. A course in introductory library studies is given to Bachelor of Education students in the Faculty of Education. Since 1963 roughly equal numbers of students from Tanzania, Kenya and Uganda have attended the courses. Some students from Zambia and Malawi have also been enrolled.

102. In Ethiopia, library training was previously conducted at the National Library but now takes place at the Haile Selassie I University. Two courses are offered by the Department of Library Science of the Faculty of Education organized by a Unesco expert. The first, a "Minor in Library Science", is specially designed to prepare teacher-librarians and is available to education students only. The other course is for a "Diploma in Library Science". This is also an undergraduate programme, but is designed for the training of junior librarians. There is, as yet, no post-graduate programme in library science.

103. The University of Zambia has just started professional courses and sub-professional courses are organized at the Evelyn Hone College of Further Education in Lusaka.

104. Many of the countries surveyed have no facilities for library training and have to depend on overseas library schools. These countries in general fail to make use of existing library schools in other English-speaking countries of Africa. The overall picture is one of inadequate training facilities. However, most of the countries without library schools have organized sub-professional courses.

105. Where library schools have been established, the pattern so far has been to attach them to universities. Most of them plan to cover the whole range of library education from semi-professional to advanced levels. The greatest problem is finding teaching staff, almost all of whom are at present expatriates. There is need to intensify efforts to get experienced local personnel interested in teaching and also to create favourable or at least acceptable conditions for teaching as a career.

106. In most of these countries a sizeable proportion of the librarians were trained abroad, mostly in the United Kingdom, the United States of America and Canada. About 25% of librarians in Ghana and 43% of the Nigerian librarians were trained abroad. In addition to attendance at library schools overseas, some of these trainees were able to gain practical experience by attachment to overseas libraries before their return.

107. The library training received abroad reflected the library needs of those countries and there is much to be said for local training which could then address itself more fully to the needs of the local situation. Generally trainees sent abroad have been selected from those already employed in libraries and have usually returned to work under more experienced librarians before assuming highly responsible positions. However, there are countries where, because of the urgency of the situation, newly trained librarians have had to assume heavy responsibilities without perhaps having had sufficient time to evaluate the precise requirements of the local situation. Among some of the countries, a high proportion of professional librarians are still expatriate, mostly British. A Zambian who has just returned home after training in Britain is the third Zambian to qualify as a professional librarian.

Librarianship as a profession

108. Librarianship as a profession is comparatively new in most of the English-speaking countries. There are some members of the public whose only image of the professions is that of the young assistant who sits at the counter and stamps books. To them, the librarian keeps and lends books. But this view is not widespread. The stress on education in most of the countries has meant that anyone connected with education, books or knowledge is highly respected in the community, though he may not necessarily be highly paid.

109. In general, librarianship would appear to be more highly esteemed in Africa than in some advanced countries. The pattern already established of attaching library schools to universities is perhaps a step in the right direction. As regards status and salaries, the situation varies from country to country

depending on the stage of library development. In some, partly because of the importation of expatriate librarians to start services, salaries have been good and the fight for improved salaries has been less bitter than elsewhere. University librarians in most of the countries have enjoyed the status and salary of Professor. For other professional staff in university libraries the salary scales are the same as for the teaching staff. In almost all the East African countries public librarians receive salaries comparable to those of university librarians.

110. In Nigeria, librarians in university and government employment are engaged upon professional scales which are more or less the same for all the professions.

111. Government departments and other agencies having libraries would like to employ trained librarians but these bodies do not offer enough scope for promotion for qualified librarians and are often unable to recruit.

Future needs in personnel

112. Most countries report an acute shortage of professional librarians and have difficulties in manning key positions. As mentioned elsewhere in the past most senior professional personnel had to come from outside Africa. This cannot continue indefinitely as senior professionals are also in short supply in the advanced countries. In most of the countries, finance aside, expansion has been slowed by lack of trained staff.

113. African libraries have yet to evolve their own standards but if overseas standards are applied in considering the staffing situation, Ghana's public libraries, for example, should have 400 professional librarians and not the present 26. Applying similar standards would mean that Ghana's three universities require 50 professional staff and not the present 26. The same situation of course exists in most of the other countries in varying degrees. Even if we make allowances for the African context, the present staff cannot provide an efficient service, much less support an expansion.

114. Nigeria reports that the Ibadan Institute's output keeps pace with vacancies in the country generally. Nigeria estimates that some 500 librarians would be needed within the next ten years and specialized libraries would be required in the field of petroleum technology. Nigeria currently employs about 200 professional librarians.

115. Ghana which currently employs some 80 professional librarians estimates that some 300 more would be needed within the next ten years. About ten Ghanaian librarians are currently employed in the United Kingdom. The reason might be the higher salaries there. At present the professional librarians being turned out at the University of Ghana are absorbed by the universities because salaries there are the most attractive. The public libraries are unable to recruit librarians and have difficulty in retaining existing staff. Fields in which specialized libraries would be required are trade, economics, legislation and industry.

116. Liberia which has no training facilities is badly in need of professional librarians.

117. Malawi which also has no training facilities sends most of its trainees to the United Kingdom and in 1968 sent nine. So far only one Malawi national has qualified as a professional although nine professional librarians are employed. However, it is estimated that some 27 professionals would be required within the next ten years. Fields in which specialized libraries would be required are agriculture, medicine and administration.

118. Kenya which currently employs some 13 professional librarians reports an acute shortage. It is estimated that some 100 librarians would be required within the next ten years. Agriculture, medicine and veterinary science are areas which would require special librarians in the foreseeable future.

119. Libraries and their holdings by category of library (latest data available) in English-speaking Africa

Country	Year	L V M	Category of libraries				
			National	University	School	Special	Public
Ethiopia	1968	L	1	13	43	22	25
		M	2,681	6,752	5,672	1,773	2,922
Ghana	1960	L	2	2	27	27	20
		V	445	161	24	50	609
Kenya	1968	L	-	6	206	24	3
		V	-	150	250	110	144
Lesotho	-	-	-	-	-	-	-
Liberia	1968	L	-	3	53	7	6
		V	-	15	76	21	46
Malawi	1964	L	-	-	55	5	3
		V	-	-	106	11	24
Mauritius	1968	L	1	1	41	11	11
		M	1,320	480	2,336	1,277	2,910
Nigeria	-	-	-	-	-	-	-
Sierra Leone	1968	L	1	4	21	3	11
		V	291	65	50	3	-
Somalia	1966	L	1	1	24	6	-
		V	6	8	-	-	-
Tanzania	1968	L	1	2	827	11	7
		V	146	100	310	1,749	1,579
Uganda	1964	L	1	2	80	13	11
		V	85	27	240	25	88
Zambia	1966	L	-	8	97	9	8
		V	-	44	155	17	158

Unesco Statistical Yearbook 1969 (in preparation)

L = number of libraries
V = number of volumes (thousands)
M = length of shelving (in metres) occupied by collections

Current expenditure on libraries
(latest data available) English-speaking Africa

Country	Currency and exchange rate (US dollars)	Category of libraries	Year	Expenditure			
				Total (000)	Employees (000)	Acquisitions (000)	Binding (000)
Ethiopia	Dollar 0.40	Nat.	1968	253	203	28	-
		Univ.	1968	581	393	113	24
		Pub.	1968	72	30	40	2
Ghana	Ledi 1.1667	Pub.	1966	255	137	41	1
Kenya	Shilling 0.14	Univ.	1968	86	49	27	1
		Pub.	1968	31	10	6	0.2
Lesotho							
Liberia	US dollar 1.00	Univ.	1968	94	48	42	2
		Sc.	1968	90	75	15	-
		Sp.	1968	31	22	9	-
		Pub.	1968	63	44	18	0.4
Malawi	Pound 2.80	Sc.	1964	4.4	0.5	2.7	0.1
		Pub.	1964	1.4	0.7	0.5	0.2
Mauritius	Rupee 0.210	Nat.	1968	57	43	12	2
		Univ.	1968	130	54	51	10
		Sc.	1968	130	84	43	3
		Sp.	1968	130	55	62	11
		Pub.	1968	300	177	91	11
Nigeria							
Sierra Leone	Leone 1.20	Nat.	1968	65	34	14	
Somalia							
Tanzania	Shilling 0.14	Nat.	1968	1,575	824	500	26
		Univ.	1968	1,436	944	420	34
Uganda							
Zambia	Pound 2.80	Univ.	1966	43	20	21	0.5
		Pub.	1966	82	29	16	-

Unesco Statistical Yearbook 1969 (in preparation)

French-speaking Africa

Legislation

121. Library legislation is still lacking in these countries as a whole. Projects are being prepared in some countries, but in others the importance of legislation is not yet recognized.

122. In Guinea, the establishment of the Office of the Secretary of State for Scientific Documentation and Research should make it possible to prepare and enact library legislation. For the time being, the Directorate in charge of the Archives and the National Library is working on the reorganization of the National Library. The Directorate is empowered in particular to inspect all libraries in Guinea.

123. In the Ivory Coast, reorganization is being carried out by the Library Service of the Directorate of Cultural Affiars, which is responsible for planning and organizing libraries at all levels.

124. In Senegal, the Senegalese section of the International Association for the Development of Libraries in Africa (AIDBA) has recently submitted a proposal to the government for a law on libraries and the establishment of a Library Directorate. It is preparing a preliminary draft of a law on the legal deposit of duty copies.

125. In Dahomey, the Director of the Dahomey Institute of Applied Research, which has been entrusted with the reorganization of libraries, has submitted a text to the government on the establishment of a National Library.

126. The Niger Ministery of Education is contemplating the appointment of a national library official who would be responsible for organizing libraries in Niger and for drawing up administrative regulations.

127. In Mauritania, law No. 62,156 of 10 July 1962 regulates the organization of libraries, but in fact it is no more than a statement of principles.

128. Generally speaking texts are to be found in these countries respecting the organization of the National Library or National Archives, where they exist, and making one or the other responsible for legal deposit. In Senegal, legal deposit is incumbent on two institutions; the Institute Fondamental d'Afrique noire (IFAN) for printed matter, and the National Archives for administrative legal deposit.

129. In many countries the text concerning legal deposit is an order respecting the application of Decree No. 46,1644 of 17 July 1946, issued before Independence, concerning legal deposit in Togo, Cameroon and each territory or group of territories of French West Africa.

School libraries

130. African countries have been trying since independence to develop education, and in a large number of countries primary education is compulsory. In the People's Republic of the Congo and Gabon, education is compulsory between the ages of 6 and 16 years. In Rwanda, free primary education is compulsory between the ages of 7 and 11 years. Generally speaking, the State takes on itself to provide its citizens with the means necessary for their education.

131. The increase in school enrolments confronts education authorities with difficulties as regards premises, materials and qualified teachers, which are difficult to solve. It is for this reason that in almost all these countries school libraries are not yet well organized. There are also several other reasons, the most important of which is the failure to distinguish between a school library and a store for distributing school textbooks. A further reason is the shortage of qualified staff.

132. While lycées and secondary schools generally have rudimentary libraries, they are very rarely to be found in primary schools. The comments on Senegal and the Ivory Coast above could be applied generally to all countries.

133. It is urgently necessary to organize a model school library in these countries. The possibility might also be considered of a school library which would be open to an entire district outside school hours and would form a link between the school and every-day life. It would be difficult to carry out such an experiment in present circumstances, since libraries are not generally managed by a trained librarian, and do not come under any directing body. The first point on which there must be agreement is that the development of libraries should be linked to the development of education.

134. A recent survey of school libraries in Senegal showed that one should not be over-optimistic. Only 26 out of all the primary schools and courses of general education (cours d'enseignement général) (C.E.G.), with a total of 12,756 pupils, possess a library. The 3,066 volumes held by these libraries are virtually all gifts.

135. The same survey revealed that the 15 lycées and secondary schools in Senegal, totalling 17,164 pupils, have a total of 14,859 volumes in their libraries, most of which have been donated by embassies, in particular by the Coopération française. One single lycée in Dakar, the lycée Kennedy, stated that it had purchased the books in its library from pupils' subscriptions.

136. In the Ivory Coast, only three of the 29 schools visited by the Head of the Library Services are provided with libraries. It is recognized that in this country the establishment of school libraries meets with serious difficulties due to:

(i) the fact that libraries are still not considered as having priority in education;

(ii) the absence of suitable equipment, where it is decided to set up a library;

(iii) the inexperience of those responsible.

137. In Niger, the French Embassy is trying to equip 25 school libraries; taking into account its contribution towards public reading libraries, it has provided two-thirds of the holdings of libraries in Niger, whereas the United States contribution is one-third. The planned aim for these 25 libraries is to provide three books a pupil. In 1968 the French Embassy distributed more than 40,000 volumes, including 5 to 10,000 to the courses of general education (C.E.G.).

Public libraries

138. Public libraries, open to all for a large number of hours a week, contribute towards life-long education and are thus obviously a considerable factor in development. They provide support for the campaign being waged by these countries against illiteracy, and contribute towards the education of the population as a whole.

139. The structure of these libraries varies very little in the 18 vountries studied. It is in fact rare for States to take an active part in organizing public reading facilities; the initiative is left to library associations or the cultural centres of embassies. In such very poorly equipped countries, so long as libraries have no statute or responsible national authority there can be no valid solution to the problem of distance and the lack of a communications system. The difficulty is not purely one of obtaining credits, but rather that of their wise use, in the light of the real requirements of the population and the need for libraries to meet requests from all categories of readers. In this respect it is true to say that the French-speaking countries offer an entirely new field of action, in which any kind of initiative would be welcome.

140. It will therefore be for the responsible national authority to draw the government's attention to all the advantages of well-organized public libraries. It should also find a solution to the problem of staffing, the choice of works and co-ordinated purchasing.

141. In many countries, a great part of the population is still unable to read, and there are practically no textbooks written either in one of the vernacular or one of the national languages.

142. For young people, the better-off libraries (embassy libraries) have special children's departments. Some of them, such as the Franco-Voltaic Library, hold reading competitions in lycées and the courses of general education. Here again it is not always easy to find suitable texts, sufficiently simple and corresponding to each level of those learning to read.

143. Although there is no pilot school library which might be used as a model, this is not the case for public reading libraries. Unesco has helped the Ivory Coast to set up a pilot library in Treicheville, which has approximately 14,000 volumes, and in 1968 provided 38,796 loans for use at home and 81,769 loans for reading on the premises. It is unfortunately the case that this library is very little known to other countries; it is to be hoped that courses and visits from African librarians may be arranged there.

144. In Burundi and Rwanda, public reading facilities are organized by cultural centres, and it is probable that the present situation will not change in the immediate future. The position is much the same in Gabon, and would be the same in Tchad if it were not for the parish library at Fort Lamy which, though situated in very unprepossessing premises, has 5,000 volumes and 300 readers, both adults and children.

145. In the Central African Republic, a Unesco expert drew up a project for a public library for the town of Bangui, which would be in a position to support and lead the literacy and adult education campaigns, organize and maintain reading facilities for children and young people, extend its influence as a centre of culture, make the resources of the library available to other bodies, and organize and maintain a copyright deposit service regulated by law. No action was taken to give effect to this project.

146. In the Democratic Republic of the Congo it is the Central Library which has become the National Library, administered by the Ministry of Culture and Tourism, which is responsible for organizing public libraries. Only the public libraries of Kinshasa, Lubumbashi, M'Budji, Mayi and Kikwit are cited by the Unesco expert, out of a total of 308 libraries for the indigenous population and 42 libraries for Europeans.

147. In the People's Republic of the Congo there is no mention of the old library of the town of Brazzaville, which formerly held 10,000 volumes and 100 periodicals, and was once the library of the General Government (it has become the library for the group of territories of former French Equatorial Africa). Public reading facilities are provided by the French cultural centres in Brazzaville, Pointe Noire and Dolisie.

148. The situation is the same in Cameroon; unlike Senegal, which has recently set up a library in the African Cultural Centre in Dakar, and which has also small libraries belonging to associations.

149. In the Ivory Coast, the Treicheville Central Library is administered by the Directorate of Cultural Affairs in the Ministry of Education. The plan for library organization includes the provision of regional public reading libraries. This operation is supported in several towns by the local authorities; for example, in Adzopé and other towns, the administrative authorities have proceeded with the construction of cultural centres; in Daloa, the préfecture is having premises repaired. Such work will be facilitated by the National Library, which plans to centralize all operations.

150. In Niger and Upper Volta, the organization of public libraries is more complex. In the former, apart from the French Embassy libraries in Zinder (10,000 volumes) and Maradi, the public library in the town of Niamey (15,000 volumes, including 12,000 for adults) is a Franco-Niger Library. It is housed in the Cultural Centre, but its maintenance is financed by France and Niger. The Franco-Voltaic Library in Ouagadougou (3,653 readers, with 14,600 volumes for adults and 3,500 for young people) is still entirely financed by France.

151. In Mali, excluding the French and United States Embassy libraries, one might classify as public libraries those of the town hall and the Archbishop's Palace. The latter, known as Dioliba Library, was founded in 1961 but began functioning only in 1964. In addition to this library, which has almost 10,000 volumes (including school textbooks and collections) the Archbishopric supervises another 15 libraries, each with 1,000 to 2,000 volumes.

152. In Guinea, mention can be made of the small annex to the National Library installed in the Ecole des Cadres du Parti, which is managed by an assistant primary school teacher. The fact that it is called the "Federal Library" suggests that other small libraries also exist.

153. Lastly, in the Malagasy Republic, there exist alongside libraries in the French Cultural Centre (Albert Camus, 38,389 volumes) the American Cultural Centre (6,000 volumes), and the Goethe Institute (1,700 volumes), two other public reading libraries: The Tananarive Municipal Library (approximately 6,000 volumes) and the Library of the Catholic University Centre, with a total collection of approximately 7,500 volumes.

National libraries

154. The advantages of organizing a national library are appearing only gradually throughout these countries as a whole. Only a few countries possess national libraries, generally of recent origin. These are mostly the libraries of the former General Government, or former centres of the Institute Fondamental d'Afrique Noire (IFAN).

155. Such libraries rarely fulfil the function of a true national library, either because they are in the process of being built up or because they lack qualified staff and financial resources.

156. States often set up national libraries which in practice do not have the necessary resources to function normally. This is why only a few of these libraries are provided with services which are able to perform the work normally devolving on a national library. Thus they are far from being the source of information required to establish a national bibliography. A large number of them do not draw up either book selections or union catalogues, and leave the preparation of a national bibliography to foreigners or more qualified institutions. It was to fill in these deficiencies that Unesco decided to help the Library School of the University of Dakar to train its former pupils in practical bibliographical work by concluding a contract with it for the preparation of a current bibliography for 1967 in the French-speaking African countries. After some difficulties, a preliminary work, although incomplete, has just been terminated.

157. National libraries which have a centre for the exchange of publications and are equipped for inter-library exchanges are few and far between. Three provide training on the premises, or take part in courses held by the library associations of the Ivory Coast, Madagascar, and the Democratic Republic of the Congo.

158. In Cameroon, Article 37 of Decree No. 66/DR/412 of 17 August 1966 concerning the organization of the Federal Archives and the National Library states that the National Library is constituted essentially by the legal deposit of the duty copies of all documents printed or published in Cameroon. It is supplemented by subscriptions, purchases and gifts. It is in fact no more than the library of the Cameroon National Archives.

159. In the Democratic Republic of the Congo it is the Central Library which has become the National Library. It alone receives funds for the purchase of works on behalf of all the other official public libraries. The Decree of 28 June 1960 concerning the compulsory legal deposit of duty copies of all publications produced in the Congo came into force under the Order of 31 May 1963. It covers all books, pamphlets, periodicals, newspapers, collections of photographs and art plates or scientific illustrations, geographical maps, either in albums or separate sheets, musical scores and posters, as well as autograph or mimeographed volumes or pamphlets. This library has published an index of the Congolese Press and a gramophone record index.

160. In the Ivory Coast, an official Decision No. 373/MEN/CAB of 25 April 1968 has recently resulted in the conversion of the National Documentation Centre, formerly an IFAN Library, into the National Library. It will be responsible for compiling and conserving publications produced in or concerning the Ivory

Coast; co-ordinating the activities of other libraries, and assisting in improving and developing them; and providing readers and research workers with an efficient and comprehensive information service. Its programme includes drawing up a central catalogue for other libraries, starting work on a national bibliography, preparing practical advice for other librarians, to be issued in instalments, and organizing introductory courses on the techniques of librarianship.

161. In Dahomey, plans have been made for organizing a National Library; in Guinea, the National Library is now settling into its new premises, and consequently has not yet drawn up its programme of work.

162. The Malagasy National Library, whose task it is to preserve the Malagasy cultural heritage, has more than 105,000 volumes and a documentation service; it provides public reading facilities, draws up a current national bibliography (works printed in Madagascar), prepares a union catalogue (books and periodicals), and exchanges official publications.

163. The Togolese National Library is the outcome of an amalgamation of the General Documentation Service and a former IFAN Centre. The Mali National Library, also converted from a former IFAN Centre is restricted in its activities by a shortage of financial resources and qualified staff.

University libraries

164. Educational development has resulted in a progressive increase in the number of students in higher education. This means that university libraries have to provide students, teachers and research workers with an increasingly large number of reference works, textbooks, periodicals, etc., and also provide adequate space for library work.

165. States are thus forced to pay particular attention to higher education, and to make greater sacrifices in order to improve it.

166. The organization of higher education in French-speaking Africa is proceeding gradually. Ten universities and centres of higher education have already been set up: the University of Dakar, the Federal University of Cameroon, the Universities of Lovanium, Lubumbashi, the Ivory Coast (Abidjan), the Université Officielle de Bujumbura, the Universities of Butare and Madagascar, the Bénin Institute of Higher Education, with its Arts Faculty in Togo and its Science Faculty in Dahomey, and the Brazzaville Higher Education Centre which is being organized as part of the Fondation d'enseignement supérieur en Afrique centrale (FESAC)(1).

167. Some of these universities have libraries with rich and large collections, for example the library of the University of Dakar, which on 1 January 1968 contained 190,000 volumes and 5,000 periodicals, and that of Lovanium, which contains half a million books and more than 5,000 periodicals. Others, such as the Bénin Institute of Higher Education, with a science department containing only 2,500 volumes, are in the process of being built up. Set up and

(1) The Brazzaville Higher Education Centre, the Libreville Institut polytechnique, the Fort Lamy Institut d'Enseignement Zootechnique et vétérinaire, and the Institut d'Etudes économiques in the Central African Republic.

maintained in most cases with bilateral aid (from France, in the case of Madagascar and countries which were part of ex-French West Afirca and ex-French Equatorial Africa), these libraries have been organized on the model of French university libraries.

168. In the French-speaking countries of West Africa, university libraries are organized in departments (Arts, Law, Science, Medicine) and each Department throughout the country tries to form a small library. More effective co-ordination is desirable between the Central Library and the Departmental libraries, particularly as regards purchasing programmes.

169. It is obvious that it is not possible at present for each country in the region to have a complete university, and it would be desirable to envisage setting up joint universities which would complement each other. This would facilitate co-operation between university libraries, co-ordinated purchasing, and specialization by individual libraries in a clearly-defined field. Current exchanges with other libraries might thus be considerably improved.

170. There is no harm in African university libraries being organized on a European model, provided that they are able to meet the particular needs of Africa, a country of oral traditions and culture where books, whether printed or in manuscript, bear a foreign stamp, either Arab or European. In that case, at least as long as there are no national libraries or documentation centres worthy of the name, their rôle would extend to the systematic collection of facts and exhibits recording African cultures.

171. The intellectual training, by means of reading, of the educated African leaders of the future, suffers from the shortage of specialized local librarians. It would thus be desirable for all the States in the region to draw up a training programme for all levels, and adopt a statute to be applied to all librarians.

Special libraries and documentation centres

172. Economic and social development requires documentation from special libraries and documentation centres which should provide research workers and government officials with the documentation necessary for their work.

173. However, the 101 special libraries and documentation centres indexed by Unesco (Unesco statistics) up to 1964 for all the countries of the region, and those which have been set up since, have developed differently depending on their origin or directing body.

174. In 1957, after the IFAN Centres had been divided up among the various countries, their libraries were converted either into special libraries for scientific research centres or the beginnings of national libraries.

175. The best-organized special libraries are those of specialized institutions such as the Institut de développement économique et de planification in Dakar, or the documentation centres of banks such as the Banque Centrale des Etats de l'Afrique de l'Ouest.

176. Another type of special library is to be found in each Ministerial Department, which is basically responsible for meeting the needs of the members of the Department. These libraries are the most numerous and unfortunately the least efficient, because they very often lack funds and trained librarians.

177. The limited activity of these special libraries and documentation centres is due firstly to their being cut-off from the outside world as a result of their varying origins, and secondly to the fact that special libraries in government departments have never been put on an organized basis.

178. It appears essential to introduce an exchange of information between the documentation centres in the region, but before such an exchange is possible, there is an urgent need to set up at national level a library and documentation service responsible for organizing and co-ordinating the activities of documentation centres. Valuable time could be saved, and all duplication of work avoided.

179. For the future, pending the installation of a regional documentation centre for the region as a whole, national documentation centres should be set up. This would make possible genuine co-operation between centres at the national, regional and international levels, and facilitate economic, social and cultural development through the introduction of a network for exchanging information and the establishment of national co-ordinating bodies, as recommended at the symposium on documentation and aid to the Third World held at the Ali Bach Hamba Institute in Tunis in November 1968.

180. A programme of this kind obviously implies that greater resources will be made available to schools for librarians for the joint training of librarians, archivists and documentalists in the developing countries.

Personnel

Library education

181. The chaotic and precarious state of libraries, both in Africa and in Madagascar, led Unesco to hold two study courses, one in Ibadan (Nigeria) in 1953 and the other in Enugu (Nigeria) in 1962.

182. The first course stressed the need to set up schools for librarians in Africa to provide full professional training for senior personnel, and emphasized that it was a primary necessity to provide African libraries with qualified staff at all levels. This need for personnel training was also recognized by the Conference of African States on the Development of Education in Africa (Addis Ababa, 15-25 May 1961).

183. It was to meet this need that on 28 March 1962, the year in which the Enugu course was held, Unesco and Senegal signed an agreement on the establishment in Dakar of a Regional Centre for the Training of Librarians in French-speaking Africa.

184. Before this centre existed, all training was provided outside Africa, particularly in France, where candidates had three possibilities; studying for the Diplôme supérieur des Bibliothécaires, if they had a full licence or some of the certificates forming part of the licence; attending annual courses held by the Ministry of Co-operation at the Municipal Library of Toulouse, with a view to taking their certificat d'aptitude (vocational proficiency certificate) as librarians; or enrolling for the courses at Neuilly, also held by the Ministry of Co-operation. These training facilities proved insufficient to provide African libraries with enough staff capable of adapting to local conditions.

185. For this reason, even if for the time being higher library education is provided outside Africa, it is urgently necessary to take all possible steps to ensure that all the senior staff required for the region is trained in the region.

186. The School for Librarians, Archivists and Documentalists, which replaced the Regional Training Centre for Librarians (C.R.F.B.) on 1 July 1967, is part of the University of Dakar. Instead of the four courses, each lasting one year, held by the C.R.F.B., the new Library School now provides instruction lasting two years (Decree No. 69,618 of 20 May 1969) and, in accordance with Decree No. 69,619 of 20 May 1969, awards a University of Dakar librarian's diplôma. At the University of Lovanium, courses in librarianship have been held since the beginning of the academic year 1968-1969 at the Faculty of Philosophy and Arts.

187. In 1963-1964 and 1964-1965 a Belgian librarian from the Université officielle du Congo, Mr. R.L. Vrancx, held courses spread over two school years, with the primary aim of training the personnel of the Central Library of Lubumbashi and all those wishing to qualify as librarians. The entrance requirement was completion of four years of post-primary education. Those responsible for the course state that the diploma awarded on its completion could not be assimilated to a university diploma.

188. Other introductory courses on the techniques of librarianship are provided by various insitutions; in some countries, it is the cultural centres of the French Embassy which hold courses for teachers; in others, it is librarians who decide to provide speeded-up training courses. For example, in Mali, it is the librarian of the Institut Pédagogique National (I.P.N.) who trains school librarians, and in the Ivory Coast, it is the Head of the Library and Publications Service who has for the first time held an introductory course for 90 teachers in charge of libraries.

189. In the Democratic Republic of the Congo, it is the Central Library which holds library training courses for the staff of public libraries throughout the Republic. The second course took place in August and September 1969. The University of Lovanium used to hold courses of two days a week, from 5 p.m. to 8 p.m. lasting three months, dealing with the history of books and libraries, the technique of cataloguing, buildings and premises, and libraries in Africa.

190. In Senegal, the School of Librarians held a first introductory course in 1968 in conjunction with the International Association for the Development of Libraries in Africa (A.I.D.B.A.); the A.I.D.B.A. also continues to hold accelerated training courses at regular intervals, chiefly for library staff.

191. The Association of Malagasy Librarians took part in the course on the promotion of library activities held in Tananarive from 3 to 13 May 1966 under the auspices of the State Secretariat for Cultural Affairs.

192. Librarians in the region who are capable of providing accelerated training courses have generally been trained in French or Belgian schools. Consequently their methods are based upon the methods of these countries. However, the increasingly frequent opportunities created by embassy scholarships for studying librarianship in Anglo-American countries, are beginning to open up new prospects.

193. A further difficulty in the way of library education is the lack of suitable textbooks. The Dakar Library School, with a library at present containing 1,928 volumes, uses chiefly textbooks written in French. It is for this reason that, parallel to the normal courses held in French,a foreign language course has been introduced in order that students may use all the library documentation available, or potentially available, to the school. Lastly, it should be noted that the possibilities for practical training courses are very limited.

Librarianship as a profession

194. At the Conference of the Heads of State of the Joint Afro-Malagasy Organization (OCAM), held at Niamey on 22 and 23 January 1968, resolution No.17/ACS requested that specialized librarians be trained at an early date and provided with career guarantees by means of statutes to be worked out by the different States on a basis of compatibility. Senegal recently adopted Decree No.69.257 of 17 March 1969 concerning the status of archive and library officials which is, generally speaking, to their advantage. Their status is similar to that of teachers: chief librarians are placed on the same footing as certificated teachers, librarians as teachers of general education (C.E.Gs), and assistant librarians as assistant primary teachers.

195. It will be difficult in the immediate future to obtain the same conditions in all the States throughout the region. This is due primarly to the fact that the post of librarian is still somewhat looked down upon since existing posts have not always been held by trained personnel.

196. All countries complain of the dearth of qualified librarians, but the place accorded to them in the ranks of the civil service is often so low that very few candidates are tempted by the profession. This situation is made even more striking by the lack of professional associations.

197. Apart from the Senegalese section of the International Association for the Development of Libraries in Africa (A.I.D.B.A) and the Madagascar Association for the Development of Libraries, there are as yet no other dynamic associations capable of promoting and organizing the profession. The Director of the Dakar School of Librarians raised the question during his tour of Africa; he hopes to see organized in each country an association of librarians led by former pupils of the School, and a liaison bulletin distributed for all these associations.

Future needs in personnel

198. The present status accorded to librarians in the countries as a whole does not encourage good students to train as librarians. No more than 19 of the approximately 80 African librarians trained in Dakar between 1963 and 1967 remained in libraries, either because they were offered lower salaries than before their course in Dakar, or because they saw no prospect of being properly recognized as part of a civil service which ignores their existence. Even among those who remained, the better elements feel disappointed and discouraged.

199. A dearth of trained librarians was noted in 15 countries. As, however, there is generally no plan for developing libraries, few States were able to indicate their long or short-term needs. Only a few countries stated their future requirements.

200. In Gabon, large-scale requirements for trained librarians for secondary schools and listening booths were stated without entering into any detail.

201. For the immediate future, Chad envisages guiding a few school-leaving certificate holders towards librarianship; after studying in Dakar they will be responsible for examining the country's needs and providing candidates locally with accelerated training at a lower level.

202. The authorities of the Federal Republic of Cameroon became aware of the need to train local senior personnel when the two librarians at the University Library, provided under French technical assistance left before the end of the university year to take up other functions.

203. In Yaoundé there is also an awareness of the shortage of librarians at all levels for the National Library, the Centre of Applied Linguistics, the university library and other libraries in Cameroon. Cameroon's requirements as regards librarians are considerable, and remain to be stated in detail, as the Director of the Plan has moreover indicated.

204. Senegal has also failed to give any detailed assessment of its need for librarians, the reason being that librarians come under several authorities. It is nevertheless necessary to train at an early date 10 chief librarians and 60 librarians at the level of the Dakar School to replace technical assistance personnel, mainly at the university, and all those who are acting as librarians without the necessary qualifications.

205. In the People's Republic of the Congo the Co-ordinator of the Plan considers that there is a primary need to train six higher librarians. The Congo is planning to build a national library in Brazzaville, with an annex at Pointe Noire. For intermediate staff it seems that it would be enough to train two librarians a year.

206. The Ivory Coast, which has a very advanced project for the construction of a national library, has given more precise forecasts. For the immediate future the requirement is five chief librarians, 17 librarians or documentalists, and 27 assistant librarians. In 1971 this requirement will total approximately 61 librarians.

Libraries and their holdings by category of library (latest data available) French-speaking Africa

Country	Year	L V M	Category of libraries				
			National	University	School	Special	Public
Burundi	1964	L	-	1	1	4	6
		V	-	17	10	-	26
Cameroun	1968	L	1	4	528	3	38
		M	2,656	7	-	4	19
Central African Republic	1965	L	1	-	23	5	61
		V	-	-	-	-	-
Chad	1964	L	-	-	-	1	2
		V	-	-	-	1	8
Congo (Brazzaville)	1964	L	-	2	3	2	3
		V	-	26	4	4	20
Dem. Rep. of the Congo	1966	L	1	2	4	31	15
		V	500	220	4	61	229
Dahomey	1966	L	1	1	8	1	3
		V	8	-	-	-	-
Gabon	1964	L	1	-	-	3	1
		V	3	-	-	-	6
Guinea	1966	L	1	2	2	4	1
		M	270	200	250	200	45
Ivory Coast	1964	L	-	4	75	9	46
		V	-	26	25	12	35
Madagascar	1968	L	1	1	21	3	2
		V	116	75	24	13	16
Mali	1968	L	1	3	1	2	-
		M	320	-	-	-	-
Mauritania	1964	L	1	-	-	5	1
		V	-	-	-	6	-

Country	Year	L V M	Category of libraries				
			National	University	School	Special	Public
Niger	1968	L	1	-	-	10	10
		V	-	-	-	-	-
Rwanda	1966	L	-	1	-	2	1
		V	-	8	-	3	10
Senegal	1964	L	-	3	4	22	10
		V	-	175	8	45	52
Togo	1962	L	1	-	19	1	5
		V	7	-	12	1	11
Upper Volta	1968	L	-	2	7	2	3
		V	-	7	9	7	29

Unesco Statistical Yearbook 1969 (in preparation)

L = number of libraries
V = number of volumes (thousands)
M = length of shelving (in metres) occupied by collections

Current expenditure on libraries (latest data available) French-speaking Africa

Country	Currency and exchange rate (US dollars)	Category of libraries	Year	Expenditure			
				Total (000)	Employees (000)	Acquisitions (000)	Binding (000)
Burundi	Franc 0.02	Pub.	1964	95	92	6	-
Cameroun							
Central African Republic	Franc C.F.A. 0.00405	Nat.	1965	3,500	-	-	-
Chad							
Congo (Brazzaville)	Franc C.F.A. 0.00405	Univ.	1964	8,904	2,922	5,982	-
		Pub.	1964	17,850	2,725	12,525	2,000
Dem. Rep. of the Congo	Franc 0.016	Nat.	1966	4,000	2,000	1,000	600
	Zaire 2.00	Univ.	1967	55	19	32	4
	Franc 0.016	Sc.	1966	2,000	1,000	900	-
		Pub.	1966	3,000	1,600	900	-
Dahomey							
Gabon							
Guinea	Franc 0.00405	Nat.	1966	5,820	2,600	1,500	1,120
Ivory Coast	Franc C.F.A. 0.00405	Univ.	1964	13,050	4,500	7,700	850
		Sc.	1964	630	-	630	-
		Pub.	1964	6,110	2,510	3,050	550
Madagascar	Franc 0.00405	Sc.	1964	711	72	639	-
Mali	Franc 0.00203	Nat.	1968	6,400	2,950	1,100	850
Mauritania							
Niger							
Rwanda							
Senegal							

Country	Currency and exchange rate (US dollars)	Category of libraries	Year	Expenditure			
				Total (000)	Employees (000)	Acquisitions (000)	Binding (000)
Togo	Franc C.F.A. 0.00405	Nat.	1966	4,371	3,652	207	-
Upper Volta							

Unesco Statistical Yearbook 1969 (in preparation)

III. LIBRARY DEVELOPMENT IN RELATION TO AFRICAN BOOK DEVELOPMENT PROGRAMME

209. The fourteenth session of the General Conference approved a long-term overall programme to stimulate book development in developing countries. Within the framework of this programme, a regional experts' meeting to introduce this programme in the African region was held in Accra (Ghana) in 1968.

210. The meeting established targets on book needs for the period up to 1980, based on the existing educational development plans. The experts called for an increase of educational book production of 12.5% in this time. It was noted that the African countries were heavily dependent on outside supplies, since local production was extremely small.

211. It was regretted that statistical data were available for only a limited number of African countries, and that no data were known later than 1966. Conclusions had, therefore, largely to be drawn from assumptions. As regards figures on present book supplies, it was regretted that these were available only in terms of titles published or imported and not in terms of actual print runs, which would have provided a more accurate picture.

212. For the 34 countries of the "African region", book production (by number of titles) for the most recent year for which figures are available (1965-1966) was 1,310 titles, or six titles per million inhabitants in a total population of about 214 million (9.5% of the world's population). Only 1.5% of the world's total book production is produced in Africa - and certainly even much less when compared in terms of actually printed copies. In 1966, the number of titles published for each million persons was only 22, while it was 445 in Europe and 51 in Asia. Again, these figures would be even smaller if the size of print runs were compared.

213. An examination of national production points up the wide disparity in the development of publishing. In fact, of the 34 countries of the region, only 20 produce books, seven of them less than 20 titles annually. Only five countries produce more than 100 titles per year. Statistics on recent developments in publishing in certain African countries indicate that production fluctuates extensively from year to year, with a general tendency towards a decline.

214. Book production is about one-thirtieth of one book per person per year. It should be recalled that this compares with a per capita annual production of 7.7 books in the United Kingdom, 6.2 in the USSR and 5 in France. Proportionally, this is 200 to 135 times greater than that for Africa. Even the insufficient production in Asia (one-ninth of one book per person/year) is three times greater proportionally than that for Africa.

Translations

215. For the most part, books available in Africa tend to be in the language of the producing country - in the majority of cases, English and French, which are commonly the language of instruction. There is some translation into African languages, primarily for education at the first level; but even in such cases an overwhelming percentage is produced outside the region. The problem of translating scientific and technical books into African languages has been complicated by the restricted vocabulary of many of these languages, which are also spoken by a comparatively limited number of persons.

Subject matter

216. The distribution of book production by subject matter (as far as figures are available) was, in 1966, as follows:

	Number of titles	Percentage of total production
Literature and arts	84	6.8
Philosophy and religion	202	16.1
Social sciences	420	33.6
Geography, history and philology	158	12.6
Pure and applied sciences	221	17.6
General	136	11.3
Others	10	2.0

217. It is evident that the development of sound reading habits among the new reading masses would require a substantial increase of general books designed to meet the interest and the receptivity of this growing audience.

Imports

218. The low level of book production makes the region largely dependent upon book imports. It can be estimated that the total imports of books in the region amounts to some 24 million copies, or three times the regional output of 7.3 million copies. The major exporting countries to Africa are France, the United Kingdom, Belgium and the Federal Republic of Germany, in that order. One major criticism of these imported books is that they are usually ill-adapted to African use.

219. An estimate of the value of books imported into the region in 1965 is US $64 million, and books are being imported in increasing quantities, at a rate which increased annually an average of 50% between 1963 and 1965.

220. Like other developing areas, Africa also depends on imports for its supply of printing equipment and paper, often from distant sources. Printing blocks, type faces and plates for photo-offset printing are scarce. Servicing of the equipment may also have to come from abroad in the absence of sufficient local technicians for adequate maintenance. This dependence on imports poses a grave problem, particularly for land-locked countries.

221. With regard to the paper problem, FAO has stressed the fact that, despite Africa's vast forest resources, it would be difficult to exploit them for paper-making, since the forests are not homogenous and the wood fibres are short and thus not suitable for book paper production. It has been suggested that the possibility be examined of utilizing the cellulose found in cellulose lakes of several African countries for paper making. Such an unconventional method may help to relieve the paper situation to a limited extent, though, of course, not drastically.

222. Scarcity of foreign currencies makes it difficult for African governments to liberate their import restrictions. In addition, rather heavy tariff levies further reduce the entrance of paper and other material for books.

The book shortage

223. The total supply of books for the region is a little more than 30 million copies (local production 7.3 plus imports 24 = 31.3 million); supply from outside the region totals 75% of this figure. Book consumption is approximately 0.14 copies per person per year, or 140 copies per 1,000 inhabitants. Taking into account the average number of pages of books produced and imported, this fraction represents a maximum of 24 pages per person.

The shortage of modern printing and publishing facilities and the absence of adequate distribution techniques prohibit, for the present time, the introduction of low-cost paperback and pocket book series.

224. One reason for the lack of large press runs such as these series would require is the pattern of population and language distribution in Africa. There is a multiplicity of languages in most African States. In a number of cases, moreover, no written - or printable - language yet exists. In almost all African States the language of secondary and higher (often even primary) education is non-African. Many African countries, however, are making major efforts to produce books and pamphlets in African languages and have set up Language Bureaux and similar organizations for this purpose.

Educational books

225. Information available on the situation of educational books is fragmentary and refers only to a few countries. The following table gives statistics available for seven African countries:

Average print run by title for educational books (1965-1966)

Gabon	4,000
Dahomey	4,750
Ghana	6,940
Kenya	10,000
Liberia	6,000
Lesotho	3,660
Tanzania	20,000

226. This shows that apart from Kenya and Tanzania, the average press run is comparatively small. It is to be noted that three of the above seven countries (Dahomey, Liberia and Lesotho) produce only educational books.

227. The following table gives an indication of the percentage of educational books produced by African publishers:

Relationship of educational books to total production in six countries (1965-1966)

	Total output by titles	Educational book production by titles
Gabon	9	2
Ghana	49	40
Kenya	125	35
Liberia	5	5
Mauritius	17	6
Zambia	39	35
	244	119

228. This table shows that there are large variations from country to country. For this six country sample, educational books represent 50% of production (the percentage in terms of printed copies can be estimated as being distinctly higher). With regard to educational supplies from abroad, indications point to their representing 90% of total book imports.

229. Assuming that educational books constitute 50% of total production and 90% of imports, book provision for the region would be 80% educational and only 20% general.

230. It should be noted that educational book publishing lends itself particularly to coeditions. Countries such as Dahomey, Liberia and Swaziland, which produce only educational books, have entered into agreements with developed countries. This assistance is both public and private and has covered various steps in the publishing process.

Supply targets

231. The estimates for educational book requirements made for Africa are based on a series of assumptions. Targets are projected for 1975 and 1980. The following table indicates the minimum book supply level and annual per capita targets:

Book supply needs
(number of pages per person per year)

	1965-1966	1975	1980
In school education		44	58
Library campaigns and follow-up		20	14
Total educational books	32	64	72

232. The level of book stocks presently available is 24 pages per person, of which less than 20 (19.2 as indicated above) are for educational purposes. These figures contrast with the supply which is actually needed and which is 32 pages. This gap measures the extent of the region's book shortage and indicates that any effort attempting to meet future, growing needs must take into account that there already exists a severe book shortage.

233. For educational books, the rate of annual growth, in order to reach 72 pages in 1980, is nearly 10%. But between now and 1975, it would be 14.4%. For all books in general, the minimum level to be attained in 1980 is estimated to be 120 pages per capita. In order to obtain this maximum, the annual growth of book supplies, taking into account the increase in population, must be 12.2%. The increase between now and 1975 should be in the neighbourhood of 16%.

234. Unesco's book development programme was initiated, in Africa, through the Regional Experts' Meeting in Accra (Ghana) in 1968. One of the major recommendations of this meeting was the establishment of National Book Development Councils in the Member States, which should be designed to support the integration of development of national book industries into overall national development planning, and also to co-ordinate book development efforts in all areas of the trade.

235. As indicated by the scarce statistical data which are available, a more comprehensive assessment of the region is necessary to provide a full picture of existing facilities and production and to allow a more specific projection of needs which would be based less on assumptions than those contained in the present paper. A start is being made by initial experts' missions to Niger, Mali, the Ivory Coast and Sierra Leone. Further missions to other countries will follow.

236. A regional training course on book production techniques has been conducted for Anglophone African countries in Addis Ababa in 1969, and a similar one for Francophone Member States will be held in Kinshasa this year. Stress is laid on the fact that these training courses should be attended by managerial personnel who will be qualified to organize courses for local colleagues upon their return. This training programme will be continued, and will also cover other aspects of book development.

237. It should be recalled that the prime goal to be achieved in African countries in the book development field is independence from imports, in certain areas, particularly in textbooks and children's books. This would require the development of their own national book industries capable of meeting the existing demand and producing books well-adapted for African use.

238. As in all developing regions, book distribution constitutes a major problem, particularly in the remote areas of the continent. This problem will increase in the same proportion as readership grows and as book production increases. It is here that libraries will have to play a decisive rôle in helping to overcome the difficulties in the distribution of books.

IV. PLANNING OF DOCUMENTATION AND LIBRARY SERVICES

Definition

239. The idea that the systematic planning of documentation and library services is one of the more appropriate approaches to fostering a rapid development and expansion of these services has been endorsed by a number of Unesco meetings in which the definition of planning presented below was established.

240. "The planning of library and documentation services is regarded as one specific aspect of educational, scientific and cultural planning within the social and economic planning of a country or a region for only within this context can library and documentation planning acquire the foundations of support which it needs if it is to be effective. Regarded in that way planning of library services implies a continuous systematized process of studying educational problems at all levels, including adult education and the problems of scientific research from the standpoint of library needs; it also involves determining the aims of library services, setting targets for attaining those aims and preparing realistic decisions to ensure that these objectives will be reached through the rational and reasonable use of available resources."(1)

241. The Ceylon meeting in analysing this problem stated that planning does not mean centralized control but rather co-operation and co-ordination of resources and activities so that the strength of the whole system can be mobilized for the benefit of any one unit and the people it serves.

Need for planning

242. The urgent demands for education at all levels have compelled educational administrators in many developing countries to concentrate on the quantitative rather than the qualitative aspect of education. This situation, aggravated by the rapid increase in population in developing areas and the inability of national budgets to meet growing demands, has stifled the growth and development of documentation and library services from kindergarten level to that of the university and research institute.

243. Libraries have usually been overlooked in educational and cultural planning. While occasional libraries are established and maintained, systematic library services have not been an important component of national plans. Educators have not demanded libraries or even considered them as an important element in education. It is unfortunately a fact that many librarians, working in isolation at improving their techniques have neglected even attempting to establish the profession on a more solid foundation.

244. The main task now confronting library and documentalist leaders is to demonstrate through the limited opportunities available the contributions that efficient documentation and library services can make to the effectiveness of primary and secondary education, the permanent education of adults and to study and research at centres of higher education. This can only be accomplished by including the planning of information services as an integral part of planning at all levels. The cost of such complementary documentation and library services should be considered as a capital investment as education itself now is.

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(1) Seminario Iberoamericano sobre Planeamiento de Servicios Bibliotecarios y de Documentación. Madrid, 5 February - 2 March 1968. Informe final. Madrid. Oficina de Educación Iberoamericana. 1969. 20 p.

245. This initial task is similar to that performed some years ago by educators when the presentation of scientifically-based arguments resulted in political decisions which made the expansion of educational systems possible. They began by defining the philosophical foundation of the profession and by raising academic requirements for teacher training which produced a substantial number of skilled leaders. They learned the vocabulary of economists and sociologists and used it to discuss with them fundamental problems of education and its relationship to development plans. They developed a technique of educational planning within the framework of general economic and social planning that resulted in a gradual increase in budgetary allocations. They demanded - and are on the way to getting - a minimum financial contribution of 4% of the gross national incomes. They accomplished all this starting from very limited possibilities.

246. Librarians should follow this example. The path taken by educators should be pursued with appropriate adaptation by administrators of library services and other professional leaders. Through planning, the objectives of documentation and library services will be established, their present operation will be studied, national needs in relation to economic and social development will be determined and costs will be calculated.

247. It seems clear that without the aid of planning, documentation centres and libraries will tend to remain poorly organized and equipped. Without clearly defined goals they will continue along traditional lines and will fail to obtain the political support and the financial resources that would permit their development parallel to that of national education.

248. As a prerequisite to documentation and library planning, a detailed study of the proper place of libraries in education and economic and social development must be undertaken. Planners of these information services need to accept ideas which have not been current in traditional librarianship. In particular, they must learn something about the disciplines of economics and education in order to determine how the skills of librarianship can best be devoted to furthering social, economic and educational progress in their countries.

Levels of planning for documentation and library services

249. (a) National - While in a broad sense we can speak of library and documentation services as forming an integral part of the national education and information system and therefore entitled to financing from national, provincial and municipal budgets, the situation is, in fact, usually more complicated.

250. Universities often enjoy a large degree of autonomy and special libraries and documentation centres are often responsible to a wide variety of public and private administrations. While the line of demarcation is artificial and flexible it is often practical to consider national, public and school libraries separately from university and special libraries and documentation centres for programming and financing purposes.

251. However, in a well-organized system all libraries are interdependent and the nation's bibliographical resources should be available as needed by its inhabitants regardless of the institutions by which they are administered. To this end, bibliographical resources must be controlled at the national level in order to reduce the restrictions inherent in the concept of institutional property. Thus, library and documentation services must be so planned that, at consumer level, there is a unity of concept, programming and functionning.

252. (i) National, public and school libraries - The object of the national library is to preserve the nation's bibliographical heritage, to serve as the legal depository, to carry out national and international exchange programmes, etc. Public libraries provide reading materials and reference services to the literate population and may support literacy and adult education campaigns. School libraries exist to meet the needs of both pupils and teachers and to create in the former the habit of reading.

253. Funds for these libraries are provided from some public source such as the local authority or budget of the Ministry of Education. In the absence of systematic plans for developing these services, budgets tend to be inadequate and the libraries are often condemned to relative stagnation with little possibility of contributing substantially to national plans for educational development.

254. Library services are expensive by nature. The most productive use of funds is possible only by the centralization of administrative and technical work by such means as a centralized acquisition service, the preparation, when appropriate, of printed catalogues, the compilation of bibliographies, the centralized distribution of audio-visual material and equipment and the preparation of materials destined to stimulate reading.

255. Public libraries by nature benefit readily from extensive centralization of technical services which frees the maximum number of staff for reference work and guidance of readers. Such public libraries can become real cultural centres. For the aims pursued by the modern public library, books alone are no longer sufficient. In addition to printed materials and the encouragement of their use through lectures, exhibitions, concerts and discussion groups must be added other facilities derived from the rapid development of the mass communication media, including press, radio, television, magnetic tapes, discs, slides and filmstrips. Finally, all that is needed to ensure the success of such institutions in consolidating the work of the schools and in supporting life-long adult education is to put them under the supervision of highly-qualified educator-librarians.

256. In countries where allocations for education are too small to easily permit library development, full co-operation between school and public libraries should be a goal. In most semi-urban and rural areas in Africa a duplication of services would be wasteful.

257. In such countries, national libraries, in addition to the traditional functions could assume responsibility as headquarters for the national networks of school and public libraries. They should be in a position to guide and rationalize such services and hence help to achieve wisest use of available funds.

258. The ideas outlined above may be hard to execute for they presuppose the willingness of administrators to incorporate library services in national plans and to provide funds for their development. In many countries, these conditions can only be fulfilled at such a level as that of the Ministry of Education or other body empowered to take the necessary political and administrative decisions.

259. The implementation of such decisions requires the presence of qualified educator-librarians who understand the rôle of library services in education, who are convinced of the importance of their task and who can initiate at ministry level, in spite of limited resources, the establishment of a programme for the gradual but systematic extension of their national library systems.

260. (ii) University, special libraries and documentation services - The co-ordination of university libraries and special libraries and documentation centres presents serious problems. University libraries in developing countries ought to be able to provide books to meet the requirements of the curriculum, those used for research purposes and those intended for the general education of their readers. Limited budgetary resources usually necessitate giving heavy priority to those related to the undergraduate curriculum. Serious research and advanced studies are thus often hindered by lack of easy access to supporting materials.

261. Special libraries and documentation centres attempt to procure research materials in their individual fields which could assist in compensating for the widespread inadequacy of university library collections.

262. In these circumstances, the control and rational use of available information sources becomes vital. Steps need to be taken urgently toward facilitating easy access by research workers and students to all materials relevant to their needs. This difficult process will require the leadership of highly qualified librarians and documentalists capable of communicating with administrators for various kinds of institutions and able to envisage information services in terms of national and development needs. If "educator-librarians" are required for developing public library services, "scientist-librarians" equipped to execute these tasks are also required to meet the pressing needs of contemporary society.

263. (b) Regional and international - While the bibliographical resources of a country's university, special libraries and documentation centres may be considered as national wealth and therefore as public property, the universal bibliographical information located in various institutions throughout the world must be considered as a universal resource and as international property since, if properly used, it may affect the general progress and well being of mankind.

264. To improve access to sources of information for research workers and students is to facilitate equality of opportunity which can lead to better international understanding and more rapid technological progress everywhere.

265. Highly-developed countries are already undertaking the exchange of information and the possibility of improving the transferability of computerized data is under serious study. The use of satellites for the exchange of scientific and technological information is being considered and magnetic tapes are already being exchanged.

266. The results of the study feasibility show that the world scientific information system is not only possible, it is also desirable and necessary if the information needs of the world's scientists in the future are to be met.

267. To accomplish this, a great many skilled librarians and documentalists, scientists acquainted with their techniques and costly equipment would be required. This would represent an investment in skilled manpower and equipment which for the time being only countries with exceptional resources could afford. If the gap separating the advanced and developing countries is not to further widen, easy access to information, an indispensable element of research, must be provided for all. Information is thus a potent factor in development and its greater accessibility can gradually reduce the distance between poverty and wealth, and lead to profound social changes.

268. In order to be able to benefit from growing possibilities for exchange of scientific and technical information, developing countries must first lay the foundations of their own national information systems. Until that is done, the assistance which developed countries are prepared to provide will not be able to reach the national scientific and technical bloodstream. Once a country has organized control of its own bibliographic resources it will have acquired the technique to control and use information from international sources.

Possible linkages between various types of libraries and documentation centres: co-operation in the region and at international level

269. (a) Linkages at national level - The libraries and documentation centres of a country are the arterial system through which information that is vital to economic and social development circulates. It is therefore wise to consider the creation of national networks of such services utilizing the available resources in the most rational way. These networks would necessarily be organized to correspond with the administrative and political structure of each country.

270. The establishment in African countries of two basic networks of library services might be considered: (a) school libraries (primary and secondary) and public libraries (including libraries in factories, hospitals, prisons, etc.); (b) university libraries, special libraries and documentation centres.

271. The nature of such systems would depend on the form of government of the country, the ministry to which responsibility for public libraries, the national library, university libraries, etc. is assigned, on the size and population of the country, etc.

272. (i) Public and school libraries - In order to ensure the best utilization of available resources, the meeting might consider the possibility of centralizing public and school libraries in a community cultural centre providing access to all communication media including radio, cinema, television, phonograph records, slides. This could be done at least for rural areas.

273. (ii) University libraries, special libraries and documentation centres - Bibliographic information is a national resource that is indispensable to social and economic development. In order that this information may be controlled, disseminated and used at national level, the traditional approach to the administration of these resources must be changed.

274. In many African countries, universities have a large degree of autonomy and some special libraries belong to private enterprises. Therefore, the establishment of a network may involve technical, juridical and administrative problems.

275. At the time of its establishment a network of these services may of necessity be composed of a small number of institutions. If the services of such a network prove effective the initial difficulties may be overcome and the network extended.

276. (b) Co-operation with other countries in the region and at international level - All countries need access to information collected elsewhere. For African countries with limited bibliographical services and limited economic resources the best answer appears to be the establishment of a national structure equipped to make the best use of available resources, co-ordinate the national

structure with those of other African countries and develop a policy for the transfer of information which would give access to all available bibliographical documentation to any inquirer. It is understood that this entails each country making available to other countries the documentation existing within its own national services.

277. The expert committee may consider that such a structure and philosophy of action would require the organization of a national network of university and special libraries and documentation centres in harmony with developing international technical procedures. This would raise problems of appropriate legislation, training procedures, the standardization of techniques, etc.

Standardization

278. Planning library and documentation services at the national and international levels requires some standardization of professional training and techniques.

279. At present, the training of librarians and documentalists varies so much in respect of entry requirements, curricula and diplomas awarded, that unless appropriate measures are taken the situation will lead to chaos in professional relations, to a slowing down of library development and further delay in the formation of strong and viable national professional organizations.

280. Planning at the national level will encourage the introduction of national minimum standards for training and library or documentation techniques. Progress in international planning will be handicapped when it tries to channel professional training and techniques along specific lines when these conflict with practices rooted in national traditions and concepts.

281. Nevertheless, a steady movement toward standardization is essential if a single country's bibliographical resources are to be used to the best advantage and if the final goal of world access to these resources is to be achieved.

Principles of the planning of library and documentation services

282. Planning is a constantly evolving process that is not completed when a development plan is ready. The latter is a working hypothesis which must be constantly evaluated and revised as it is put into operation. Every good plan has what the technicians call a "mobile horizon", that is, it always embraces the long or medium term fixed upon and is regularly brought up to date.

283. A. Who should plan - The planning of these services should not be regarded as the province only of educational and scientific planners but should be entrusted to academically-qualified librarians and documentalists able to work in co-operation with educators, scientists, economists and sociologists toward the preparation of national development plans. It must be admitted that most librarians and documentalists have not been specially trained for such responsibilities and would require additional training before they could assume them. Such professionals, sufficiently familiar with socio-economic problems, national educational plans, the impact of science and technology on the modern world, conditions and trends in the production of books and audio-visual materials, and the collection and interpretation of statistics could radically modify the course of development of libraries and documentation services.

284. If, on the other hand, librarians do not develop the skills to meet these requirements, their directing rôle in library policy will undoubtedly be taken over by educators and scientists. Then, no longer the architects of their own profession, they will merely build it up on the basis of plans prepared by others.

285. B. Political decisions regarding the extension and development of documentation and library services - It is useless to attempt the planning of documentation and library services if those responsible for national plans are not prepared to take the necessary decisions to set up, develop and improve library and documentation services and to provide appropriate financial and administrative support.

286. C. Documentation and library services' planning bodies - Many countries have educational planning services which could provide the necessary premises and staff to incorporate the planning of national, public and school library services. Similarly, national scientific research councils and universities equipped with planning offices could provide facilities in space and staff for the planning of university and special libraries and documentation centres; in the absence of such offices the library and documentation planning services should be set up in the university or research institution that offers the best prospects.

287. Advisory council on the development of documentation and library services, composed of influential leaders in various branches of educational and scientific research, economists and sociologists could provide useful intellectual support and assist in stimulating interest and recognition for the services.

288. Agency of national documentation and library services - A special agency may be set up to execute the plans prepared by the planning office and serve as the administrative and technical centre of the country's libraries. It may be situated in the Ministry of Education or Science, the National Library or in some other location where it can appropriately operate at all levels. If there is a marked degree of university autonomy a division of the agency into sections responsible for various categories may be necessary. Highly trained staff equipped to cope with the centralization of such services as selection of materials, acquisition, cataloguing.

289. D. Stages in planning - Planning is a continuous process requiring constant reappraisal; it is not an end in itself but a means to the determined objectives. It considers the alternatives, forecasts their respective impacts with due regard to the limited financial resources available, proposes realistic ways of applying the solutions chosen and checks and evaluates the results.

290. The preparation of a development plan for library and documentation services presupposes consideration of the following: (i) review of past experience; (ii) diagnosis; (iii) determination of needs; (iv) programming; (v) publicity; (vi) execution and evaluation; (vii) financing.

291. (i) Review of acquired experience - Every planning office should be documented on the experience of other planners in this field so that it can profit from earlier successes and failures. It must study the written discussions and recommendations of professionals and obtain the views of librarians, documentalists, educators, sociologists, economists, etc. Comparisons should be made with services established in other countries and related legislation, national and foreign should be studied.

292. (ii) Diagnosis - Diagnosis is the stage at which the nature, structure, resources and present situation of documentation and library services are analysed. This stage should incorporate surveys and studies (quantitative and qualitative). This complex task is frequently made more difficult by the scarcity of reliable statistics.

293. (iii) Determination of needs - At this point, it is necessary to decide what documentation and library services are needed to meet the requirements of primary, secondary and life-long education, literacy campaigns, higher education and research with due regard to trends in national, economic and social development.

294. (iv) Programming - After the definition of objectives for the national documentation and library service, and the completion of the research and diagnosis have been completed and the needs ascertained and costed, the planning office can prepare its library services development plan. While planning for the future will depend on stated ultimate objectives, the present will be governed by the actual situation in development of library and documentation services, by economic and social development needs and by the limitations of human and financial resources.

295. The objectives are not based on the arbitrary will of the library and documentation planner but will be quantitatively influenced by high level political and administrative decisions and limited by the important stress which must be placed on education, public health, communications and other sectors within the available financial resources. A widespread lack of highly qualified staff to carry out a complete plan for development of library and documentation services can also limit the area within which a plan can operate.

296. National policy in education and science development will also influence the plan. For example, if many citizens are relapsing into illiteracy from loss of the reading habit, a government may decide to concentrate resources on providing a system of school libraries as a means of instilling the reading habit rather than to accept public libraries with a view to providing facilities for new literates. The point at which to adopt new areas for concentration may be more a matter of educational than of pure library policy. Priorities may also vary with changes in economic and social development as when special emphasis may be needed for a time in such specialities as fisheries, mining, tropical health, etc.

297. Thus, the planner will prepare a detailed plan based on such an outline as the following: (a) introduction: background and methodology; (b) aims, objectives and options; (c) structures; (d) legislation; (e) staff; (f) organization of services; (g) costs.

298. The preparation of ten-year plans is recommended, divided into periods of two, three and five years for short, medium and long-term objectives.

299. (v) Publicity - When the plan is completed, the public should be encouraged to criticize it and to make suggestions for its improvement.. A wholehearted public support can lead directly or indirectly to the provision of greater financial resources for its execution. The planning office should also encourage study of the plan by educators, sociologists and economists with a view to its improvement before submission to the authorities.

300. (vi) Execution and evaluation - The short-term objectives will in general indicate the urgent problems which must be solved before medium and long-term aims can be reached. These may include the adoption of legislation, staff training, establishing of executive bodies, etc. During this initial period, it may be wise to organize pilot service points or to experiment with the projected centralized services to obtain experience and to test the solutions envisaged.

301. For all these reasons continuing appraisal is necessary to measure the efficacity of the plans. Results are measured against the objectives established. Statistics, users replies to questionnaires and the measurement of the size of the area provided with adequate services will, when compared with the objectives, permit an evaluation of the results obtained.

302. (vii) Financing - One of the most complex tasks in the planning of library services is to determine the expenditure required for these services at all their levels and to offer patterns for their financing. This is due, especially, to three reasons: (a) to a very frequent lack of statistics; (b) to the lack of precision, within the national budgets, of the appropriations for documentation and library development in the different ministries or institutions which deal with such services; and (c) to the fact that, in most developing countries, library services are not integrated in the administration of education and research programmes; with the result that, in general, their budgets only include provision for the acquisition of books which are meant to have a didactic rôle instead of being integrated into a service of the educational and research enterprise.

303. The financing of documentation and library services pertains, in general, to the State; therefore, the national budget must be the main source of funds for such services. These funds could be supplemented with aid from other sources: provincial and municipal contributions, etc., (according to the political-administrative organization in the country), help from private institutions and outside resources.

304. Anyway, planners of library services have to get accustomed to the idea that the norms and methods of economic analysis can and must be applied to this field. This is very important if we want to obtain the highest benefits from the resources available, which are always insufficient to meet the requirements for the development and extension of the services.

305. The planner's rôle is to attempt to obtain the highest benefit from available resources. With this aim in view, the organization of regional and national systems of documentation and library services, with a maximum of technical and administrative centralization and a decentralization of public services, should have priority upon the establishment of isolated libraries, whose administrative cost per unit would be very high and almost prohibitive if the entirety of a country's libraries were locally administered in an individual way.

306. (a) Priorities

Due to the present deficiency of documentation and library services in Africa, as well as to the scarcity of funds available and to the urgency for the governments to make investments in the various fields of development, the financing of documentation and library services in African countries can only be carried out progressively, step by step. It would therefore be advisable that the meeting underline the most important problems to be solved and fix priorities for financing. Here, the following questions arise:

307. Could the training of personnel be considered an urgent activity? Are the improvement of in-service personnel, the planning of library services, the establishment of pilot libraries or regional pilot systems, the creation of adequate libraries in teacher-training schools and secondary education institutions, the centralization of high level studies and research services also activities that should be given priority status?

308. Moreover, in view of the growing importance of the transfer of information, could the creation of a national structure (centralized service of requests, a centralized catalogue, photo-duplication service, logical distribution of duplicates, receipt and distribution of the bibliographical material exchanged with other countries, co-ordination of acquisitions, etc.) which would facilitate this transfer and would allow the country to have at its disposal resources outside its own territory but within reach thanks to such a structure also be regarded as a priority activity?

309. Would the compilation of an ordinary national bibliography constitute a priority?

310. (b) Financing sources

(1) National sources - Not many studies have been made in Africa to determine what percentage of the Ministry of Education, other ministries, provincial and municipal budgets is set aside for school, public and national libraries. (See Annex: "Compilation of Recommendations made at international meetings...".)

311. Special taxes might be a possible source of finance. Cuba built and equipped its magnificent National Library thanks to a direct tax on every sack of sugar exported which, in a very few years, provided the necessary funds.

312. Documentation and library services should, as far as possible, be free. However, in many countries public libraries keep going thanks to the contributions of associates, and that the enrolment fee in some universities includes usually a small amount to cover library services. These possible sources of revenue should thus be kept in mind, particularly during the first years of the plans when capital investment in books, equipment and buildings is relatively high.

313. Cultural associations, private foundations, firms and trade unions are possible sources of finance which should be investigated. Parents' associations (which actively support primary schools in many countries), youth movements, trade unions and other social agencies have favoured increased expenditure on national education and, suitably encouraged, could do as much for library services. Publishers' associations are also a potential source of finance.

314. (2) Resources from abroad - Most African countries will be unable to develop their library services without certain technical and financial assistance from abroad, a form of collaboration governments could seek in connexion with the financing of library services wherever they consider it advisable and necessary to do so. The main sources of such assistance are as follows:

315. The United Nations and the Specialized Agencies (particularly Unesco, Unicef, FAO, ILO and WHO) under the United Nations Development Programme (Technical Assistance and Special Fund sectors) and their respective Participation and Regular programmes.

316. National and international organizations: The Ford, Rockefeller and other foundations; universities which assist other universities; organizations such as CARE and the Peace Corps.

317. Bilateral aid is one of the major foreign sources, and its possibilities should be carefully studied by those responsible for the financing of documentation and library services. Bilateral assistance is of such great importance that planners must know about such aid and the way it operates so as to be able to take advantage of it and, at the right moment, recommend to the authorities that it be sought for the benefit of their plans.

318. For more precise details on costing and financing documentation and library services, see Chapter VI.

319. Structure of national library and documentation services - The contents of the present working documentation in addition to the collective experience of the participants and consultants at this meeting of library and documentation problems and their knowledge of African countries may provide a basis for reaching conclusions on the appropriate structure for national library and documentation services. To this indeed it may be useful to formulate some questions, the answers to which might constitute a basis for the preparation of such a structure.

320. Should the development and extension of library and documentation services be preplanned?

321. If the necessity of planning is recognized, at what levels should it take place? Is it logical to envisage two levels - one comprising public and school libraries, including national libraries and falling within the competence of the Ministry of Education, and a second comprising university and special libraries together with documentation centres?

322. If these levels are adopted, which department of the Ministry of Education should be responsible for the planning, what personnel would it require and what should its relation be to the department of educational planning? As regards university and special libraries and/or documentation centres, under what institution should the planning office for these services function, and what should be its relation to the national development planning office?

323. If it is considered that school and public libraries should come under the Ministry of Education and not the Ministry of Culture what provisions should the structure of library services make to ensure the cultural rôle of the public library and its influence on the permanent education of adults?

324. If the concept of systematic planning of these services is not accepted, what alternative measures should be taken to accelerate their extension and development?

325. Taking into account that planning in itself is only provision and programming and not execution, what bodies should be established to execute the development plan at the two levels mentioned above?

326. What should be the relation between the national, provincial and municipal administrations and the development and financing of library and documentation services?

327. If the structure of library and documentation services proposed in (2) above is adopted, what should be the administering body of these networks, both at the national and at the provincial and municipal levels?

328. The creation of national services presupposes a policy common to all participating institutions and the standardization of work techniques. What might be the implications of this situation in relation to the programmes and requirements of library schools?

329. If it is considered desirable to establish a regional network of libraries in Africa, in particular at the university, special library and documentation centre level, what might be the implications in respect of training of librarians in African countries and the standardization of work techniques?

330. What would be the effect of the establishment of such a structure on the national bibliographical legislation? Should the existing laws be modified? Could a standard law, adaptable and applicable to all African countries, be adopted?

331. In what way might the problem of national or regional bibliographies affect the library structure? Would it be advisable or practical to compile regional bibliographies?

332. Within the library structure, what rôle should be accorded the dissemination of information and the consequent co-operation between regional and international library services?

333. What should be the exact rôle of documentation centres within the library structure? Could the centre of a university and special library network responsible for the dissemination of information be considered as a documentation centre of regional, national and international scope?

V. PERSONNEL

Training of personnel

334. At its sessions in 1967 and 1969, Unesco's International Advisory Committee on Documentation, Libraries and Archives emphasized that not only Unesco but also Member States and international non-governmental organizations should stress the training element in documentation, library and archives work, including the training in these professions of both general and specialist teachers and training in planning techniques.

335. In Section II of this paper a review is given of the present training situation in the countries of the region. It will be recalled that regional schools have been established in Dakar and Kampala and that library schools are also operating in Nigeria and Ghana. In addition training courses are held either on a regular or occasional basis in a number of other African Member States.

336. The importance of having professional training available in the region has been mentioned earlier in this paper. The disadvantages of training abroad, particularly at beginning level were discussed in the Unesco Bulletin for Libraries, Vol. XXII, No.4, July-August 1968, in an article entitled "A library education policy for the developing countries". It seems generally accepted that professional education should ideally take place in the country or at least in the region. In the past there has been some difference of opinion regarding the appropriate location for training of professional and advanced professional categories.

337. The principal disadvantages of overseas training include sometimes the failure to place sufficient emphasis where it is required by students from developing countries, the difficulties of recruiting suitably motivated students, and in some cases delaying the establishment of local library schools which could give leadership and unity to the profession in nations and sub-regions. Certainly to be encouraged are overseas study tours, exchange arrangements, refresher courses and the like, at the post-professional level.

338. Of organizing library education on a regional basis, Mr. Dean states in the article mentioned above: "When more than one major school exists in the same region they should work in close association, each developing different specialities at advanced level .... It is to be hoped that in due course the various regions would, in spite of linguistic difficulties and cultural differences, establish channels of communication and gradually build up professional relationships".

339. The following suggestions on the organization of library education are adapted from those made at a round table on these problems held in November 1963 at Medellin, Columbia.

340. (i) Location of schools. Schools for the training of librarians and documentalists should be attached to universities, since these can provide the cultural and academic standards and the teaching facilities needed for their progressive development.

341. Schools not attached to universities should try to achieve levels equal to those of university schools. Once this standard has been reached, efforts should be made to attach them to a university.

342. (ii) Diplomas or degrees to be granted. Schools attached to universities may offer first and second university degrees and, when the situation permits, a doctor's programme may be introduced. When the local situation makes it advisable, these schools may also offer courses to prepare library assistants.

343. Schools not attached to a university should confer the first professional degree only if they have attained university quality. Schools not having reached this level should award only the qualification of library assistant.

344. Both types of schools may run training courses for special groups, such as teacher librarians, and award certificates of attendance and satisfactory completion.

345. (iii) Conditions of admission. Standards for admission to schools attached to universities should be the same as those prescribed by the university for other degree programmes. In cases where entrance requirements differ according to the subject area, the conditions of admission required for the school or faculty of humanities may be used as a basis.

346. Schools not attached to universities should, in general, impose the same conditions of admission as the university schools for degree courses and require completion of secondary education as the minimum entrance requirement for the library assistants certificate.

347. (iv) Curriculum. The curriculum should normally comprise basic courses in librarianship and documentation, cultural courses (if librarianship is being offered as a first university degree), provision for electives giving opportunity for specialization and language courses as well as individual readings and preparation of written work as appropriate.

348. One possibility of quickly meeting the demand for providing considerable numbers of library assistants may lie in the adaptation into French and English of an audio-visual course in Spanish prepared under contract for Unesco by the Library School of the University of Buenos Aires.

349. Designed for use under the guidance of a monitor, the course consists of a series of tape-recorded lectures illustrated by slides and accompanied by textbooks and a guide to the course. It has been successfully tested in several Latin American countries and funds are being sought to finance its adaptation into French and English.

VI. A LONG-TERM PLAN FOR DOCUMENTATION AND LIBRARY SERVICES IN AFRICA

350. It is expected that the discussion of the previous chapters of this document will permit the participants to suggest practical solutions of the different problems which affect the development and expansion of documentation and library services in Africa. The present chapter dealing with the costing and financing of documentation and library services is intended to assist the participants to draw up a "Long-term plan for the development of documentation and library services in Africa" and a "Plan for Uganda", for the latter a special document now in the course of preparation by a Unesco consultant, is to be distributed before the meeting.

Costing and financing of documentation and library services in Africa

Costing framework

351. Costing has three major, interrelated uses in the preparation of any development programme:

(1) diagnosis of the existing costs position, through analysis of some recent past years' development;

(2) planning a development programme in the light of these cost analysis findings;

(3) control of the implementation of the development programme through standards, based on the cost analysis and incorporated in the programme.

352. Cost analysis has the following diagnosis purposes:

(a) to make a comparative evaluation of different institutional forms of organization, activity, technology, etc.;

(b) to seek guidelines towards optimization, through discovery of possible opportunities for increasing efficiency, productivity and quality;

(c) to provide basic data for rationalization;

(d) to provide rationale for optimal allocation and equitable distribution of scarce public funds;

(e) to calculate unit-costs, standards and norms as a basis for development planning;

353. for the following planning purposes:

(a) to aid the articulation of realistic objectives and targets;

(b) to evaluate alternative strategies for achieving objectives, using unit-costs as "weights" within an optimization technique;

(c) to test economic feasibility;

(d) to estimate costs of future developments and changes in the system;

354. and for the following control purposes:

(a) to standardize systems of accounting and statistical returns, making them objective-oriented;

(b) to control recurrent expenditure through checking of variances from defined standards;

(c) to control capital expenditure through standardization of area and cost limits and thus also, perhaps, facilitate industrialization of building;

(d) to introduce such administration techniques as Budgetary Control and PPBS (Planning and Programme Budgeting System).

355. True cost analysis, too, should be qualitative as well as quantitative; it should indicate as far as possible not only the relative costs involved in providing the service but also the relative quality of the service provided.

Diagnosis and target setting problems

356. To what extent can this approach be applied to planning of documentation and library services development in Africa during the decade to 1980? Paucity of a certain minimum requirement of basic data puts diagnosis outside the scope of the present exercise. All that can realistically be attempted in planning, for the same reason, is an indicative plan for Africa as a whole; it would be impossible to articulate an individual, quantified programme for each African country. Individual countries can more effectively and accurately prepare their own development programmes, using the costing approach outlined earlier and the guidelines of this indicative plan, as far as it is feasible, in each case. Owing to lack of data the best that can be done to define planning targets is to assign reasonable targets of service and cost standards, in the light of existing standards in a country well developed in library services, such as Denmark, as against those found by questionnaire to exist in certain African countries, such as Ghana, Kenya, Tanzania, Ivory Coast and Senegal. Control is a matter for later concern.

357. Also, it is appropriate that a documentation and library services development plan for Africa should be prepared within the framework of the indicative plan of the Second Development Decade, since the determinants of the former are broadly equated with those of the latter.

358. Setting targets then, for an indicative library services development plan for Africa will involve examining general library services standards prevailing in Denmark, comparison of unit-costs between Denmark and Africa, as far as this is feasible, assessment of the likely trend of the determinants of library services development in Africa and finally, the assigning of realizable library services development targets.

Existing position and projected targets

359. The average public library standards for Denmark, relevant to our purposes are as follows:

Collections (Minimum 8,000)

Adult section:	2 1/2-1 1/2 volumes per person, all population, decreasing with population increase
Children's section:	4 volumes per child, 0-13 years

Wastage

Adult section:	one copy per 70 loans of a book per year
Children's section:	one copy per 40 loans of a book per year

Acquisitions

Adult section:	200 volumes per 1,000 population per year
Children's section:	All Danish titles published (200 approx.) and other material

Staffing

One employee per 2,000 population
One full-time qualified librarian for population over 5,000

Area

Adult lending department: 100 sq. ft. per 1,000 population
Adult reference and reading rooms: 75 sq. ft. per 1,000 population
Children's rooms: 100 sq. ft. per 1,000 population

Other average standards of interest are:

University collections:	75 volumes per student
School collections:	10-5 volumes per student, decreasing with increasing school size(1)

Average standards for national and special libraries are extremely difficult to define.

360. The major determinants of documentation and library services development in Africa are as follows:

1. National economic and social development
2. Formal education enrolment growth
3. Development of industrialization
4. Literacy progress
5. Demographic development

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(1) Deduced from F.N. Withers, Standards for Library Services (unpublished).

A GNP growth rate per year of 5-6 per cent is the Second Development Decade target to 1980 and the following table indicates the desirable enrolment growth rates during the decade:

361. Table 1 - Enrolment at different levels for Africa 1965 and 1980

	1965 levels			1980 levels		
	1st	2nd	3rd	1st	2nd	3rd
Enrolment (millions)	18.5	1.9	0.1	52.1	9.4	0.4
Enrolment rates	30.8	7.9	0.5	60.0	28.0	1.4

Source: Second Development Decade data.

In 1965, African expenditure on research and development amounted to 0.2 per cent of GNP; for 1980 the desirable level is projected to 0.5 per cent of GNP, or 185 million U.S. dollars. Total educational costs, amounting to 1,000 million U.S. dollars in 1960, i.e. 4.7 per cent of GNP, are projected to reach 2,593 million dollars, or 6 per cent of GNP in 1980. Literates, estimated at 20.5 million, or 18.3 per cent of the population of 272.9 million, in 1960, are projected to have increased to 34 million, or 27 per cent of the population by 1980. The population is estimated to increase from 346 million in 1970 to 448.9 million in 1980. Library services development targets must be set within all these guidelines.

362. In the following table the existing bookstock position in Denmark and the average position in Africa are outlined, and moderate and high targets are set for 1980:

Table 2 - Actual (1967) bookstocks available, Denmark and Africa and moderate and high targets for Africa in 1980

	National	University	Schools	Special	Public
	Volumes per 1,000 literates	Volumes per student	Volumes per student	Volumes per researcher	Volumes per 1,000 literates
Denmark: actual	350	98	8	...	3,295
Africa: actual	50	50	0.1	...	100
Moderate target	75	50	0.5	...	250
High target	100	75	1.0	...	500

Costing and financing

363. It is difficult to reach a precise basis for costing. The following table shows a costing basis included in the main working document prepared for the Expert Meeting on National Planning of Library Services in Asia (Colombo, 1967).

		School	Public	University	Special
INITIAL COST	Buildings	$25 per student	$5,250 per 1,000 inhabitants	$100,000 per 1,000 students	$17,250 per 100 researchers
	Books and audio-visual material	$8 per student	$4,500 per 1,000 inhabitants	$500,000 per 1,000 students	$150,000 per 100 researchers
	Furniture and equipment	$2 per student	$1,500 per 1,000 inhabitants (including itinerary libraries)	$125,000 per 1,000 students	$37,500 per 100 researchers
ANNUAL COST	Buildings	...	...	...	...
	Books and audio-visual material	$4 per student	$920 per 1,000 inhabitants	$50,000 per 1,000 students	$15,000 per 100 researchers
	Furniture and equipment	$1 per student	$300 per 1,000 inhabitants	$12,500 per 1,000 students	$3,750 per 100 researchers
	Personnel	...	$1,450 per 1,000 inhabitants	$93,750 per 1,000 students	$28,125 per 100 researchers

365. This costing basis may not be fully satisfactory for application to a library services development plan for Africa. In the first place, it is considered that making a global African capital cost projection is unrealistic because of the many variations from country to country, such as costs, standards, size of backlog and so on. Accordingly, a better approach may be to cost the required capital programme for one African country, such as Uganda, having received considerable detailed data from that country. The capital costing methodology used in the Ugandan case may then act as a useful guideline for the capital costing of library services development plans in other individual African countries.

366. In the second place, for recurrent costing, instead of using the average Asian unit cost basis alone, it is preferable to compute a reasonable African unit cost basis, taking into consideration the existing unit cost position in Denmark and in the African countries cited in paragraph 356. For lack of precise data the analysis was necessarily rudimentary. An attempt was made to calculate unit costs for national, university, school, special and public libraries according to expenditures for Employees, Acquisitions, Binding, Maintenance and working and Other (1). The following table gives the average recurrent unit cost position in these categories (1967) in Denmark and Africa.

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(1) Employees : The amount paid for salaries, wages and related costs.

Acquisitions : The cost of all items (books, periodicals and other reading and audio-visual materials) added to the library collection.

Binding : The cost of binding and repair, including expenditure on pamphlet-boxes, file covers etc. used for preserving individual library materials.

Maintenance and working : The amount spent on rent, heating, lighting, etc.

367. Table 3 - Average recurrent unit costs, Denmark and Africa, in 1967 (in U.S. Dollars, current prices)

		National per 1,000 volumes	University per student	Schools per student	Special per researcher	Public per 1,000 volumes
Employees	Denmark	700.9	39.0	...	...	766.0
	Africa	900.1	53.00	...	...	541.6
Acquisitions	Denmark	170.5	26.2	...	...	344.0
	Africa	434.0	34.2	...	...	214.0
Binding	Denmark	63.5	6.6	...	...	172.0
	Africa	111.7	3.9	...	...	25.9
Maintenance	Denmark	119.4	7.3	...	...	209.0
	Africa	...	5.2	...	...	187.4
Other	Denmark	...	...	...	...	220.0
	Africa	159.1	2.1	...	...	19.2
TOTAL :	Denmark	1054.3	79.1	...	...	1711.0
	Africa	1611.9	95.3	0.03	...	879.8

Taking these unit costs, the Asian figures and the necessity to purchase books from abroad into consideration, the following cost norms are computed for costing purposes in U.S. dollars, current prices :

National libraries	:	per 1,000 volumes	= 5,000
University libraries	:	per student	= 125
School libraries	:	per student	= 0.10
Special libraries	:	per researcher	= .....
Public libraries	:	per 1,000 volumes	= 3,000

368. Costing of library services development, in accordance with the targets, is then deduced as follows :

National libraries :

Low target	= 50 volumes per 1,000 literates (1970 rates)
Moderate target	= 75 volumes per 1,000 literates
High target	= 100 volumes per 1,000 literates
Existing literates, 1970 (estimate)	= 25 million
Literates, 1980 (estimate)	= 34 million
Cost basis	= 5,000 U.S. dollars per 1,000 volumes
Low target cost, 1970	= 6,250,000 U.S. dollars (50 x 25,000 x 5,000 ÷ 1,000)
Low target cost, 1980	= 8,500,000 U.S. dollars

Low target cost, annual average	=	7,375,000 U.S. dollars
Moderate target cost, 1970	=	9,375,000 U.S. dollars (75 x 25,000 x 5,000 + 1,000)
Moderate target cost, 1980	=	12,750,000 U.S. dollars
Moderate target cost, annual average	=	11,061,000 U.S. dollars
High target cost, 1970	=	12,500,000 U.S. dollars (100 x 25,000 x 5,000 + 1,000)
High target cost, 1980	=	17,000,000 U.S. dollars
High target cost, annual average	=	14,750,000 U.S. dollars

369. University libraries :

Low target	=	50 volumes per student (1970 rate)
Moderate target	=	75 volumes per student
High target	=	100 volumes per student
Existing students, 1970 (estimate)	=	150,000
Students, 1980 (estimate)	=	400,000
Cost basis	=	125 U.S. dollars per student
Low target cost, 1970	=	18,750,000 U.S.dollars
Low target cost, 1980	=	50,000,000 U.S. dollars
Low target cost, annual average	=	34,750,000 U.S. dollars
Moderate target cost, 1970	=	28,125,000 U.S. dollars
Moderate target cost, 1980	=	75,000,000 U.S. dollars
Moderate target cost, annual average	=	51,553,000 U.S. dollars
High target cost, 1970	=	37,500,000 U.S. dollars
High target cost, 1980	=	100,000,000 U.S. dollars
High target cost, annual average	=	68,750,000 U.S. dollars

Total students for 1965 was 100.000 ; the figure of 150,000 for 1970 is an estimate. Cost basis used ($125 per student) is calculated on the basis of the Danish and Asian figures, $80 and $156 respectively ; no figures are available for African countries.

370. School Libraries :

Low target	=	0.1 volumes per student (1970 rate)
Moderate target	=	0.5 volumes per student
High target	=	1.0 volumes per student
Existing students (estimate)	=	31.5 million (1970)

Students, 1980 (estimate)	= 61.5 million
Cost basis	= $ 0.10 per student
Low target cost, 1970	= 315,000 U.S. dollars
Low target cost, 1980	= 615,000 U.S. dollars
Low target cost, annual average	= 465,000 U.S. dollars
Moderate target cost, 1970	= 1,575,000 U.S. dollars
Moderate target cost, 1980	= 3,075,000 U.S. dollars
Moderate target cost, annual average	= 2,325,000 U.S. dollars
High target cost, 1970	= 3,150,000 U.S. dollars
High target cost, 1980	= 6,150,000 U.S. dollars
High target cost, annual average	= 4,650,000 U.S. dollars

Total of first and second level students in 1965 was 20.4 million ; the 1970 enrolment of 31.5 million is an estimate.

371. Special Libraries :

Low target	= $ 250 per researcher
Moderate target	= $ 500 per researcher
High target	= $ 750 per researcher
Higher education students, 1970 estimate	= 150,000
Researchers at 5% this figure	= 7,500
Higher education students, 1980 estimate	= 400,000
Researchers at 5% this figure	= 20,000
Low target cost, 1970	= 1,875,000 U.S. dollars
Low target cost, 1980	= 5,000,000 U.S. dollars
Low target cost, annual average	= 3,438,000 U.S. dollars
Moderate target cost, 1970	= 3,750,000 U.S. dollars
Moderate target cost, 1980	= 10,000,000 U.S. dollars
Moderate target cost, annual average	= 6,875,000 U.S. dollars
High target cost, 1970	= 5,625,000 U.S. dollars
High target cost, 1980	= 15,000,000 U.S. dollars
High target cost, annual average	= 10,313,000 U.S. dollars

The 5 per cent, or one researcher per 100 third-level students enrolled, is an arbitrary approach to estimating the number of researchers. The cost basis used ($500 and $750 per researcher, moderate and high targets respedtively), is arrived at after examination of figures for the five African countries and the Asian figures ; no Danish figures are available.

372. Public Libraries :

Low target	= 100 volumes per 1,000 literates
Moderate target	= 250 volumes per 1,000 literates
High target	= 500 volumes per 1,000 literates
Existing literates (estimate)	= 25 million (1970)
Literates, 1980 (estimate)	= 34 million
Cost basis	= $3,000 per 1,000 volumes
Low target cost, 1970	= 7,500,000 U.S. dollars
Low target cost, 1980	= 10,200,000 U.S. dollars
Low target cost, annual average	= 8,850,000 U.S. dollars
Moderate target cost, 1970	= 18,750,000 U.S. dollars
Moderate target cost, 1980	= 25,500,000 U.S. dollars
Moderate target cost, annual average	= 22,125,000 U.S. dollars
High target cost, 1970	= 37,500,000 U.S. dollars
High target cost, 1980	= 51,000,000 U.S. dollars
High target cost, annual average	= 44,250,000 U.S. dollars

Total literates in 1960 were estimated at 20.5 million ; the 1970 figure of 25 million is estimated. The cost basis used ($3,000 per 1,000 volumes) is arrived at after examination of the African, Danish and Asian figures.

373. The following table summarizes the total required recurrent costs to 1980 :

...

374. Table 5 - Recurrent costs required to 1980 for development of library services
(in U.S. dollars, millions)

	Targets	National	University	Schools	Special	Public	Total
1970	Low	6,250	18,750	0,315	1,875	7,500	34,690
	Moderate	9,375	28,125	1,575	3,750	18,750	61,575
	High	12,500	37,500	3,150	5,625	37,500	96,275
1980	Low	8,500	50,000	0,615	5,000	10,700	74,315
	Moderate	12,750	75,000	3,075	10,000	25,500	126,325
	High	17,000	100,000	6,150	15,000	51,000	189,150
Annual Average	Low	7,375	34,750	0,465	3,438	8,850	54,878
	Moderate	11,061	51,553	2,325	15,000	22,125	93,941
	High	14,750	68,750	4,650	10,313	44,250	143,713

375. Thus the total recurrent expenditure on library services comes to 2.9 per cent of total educational costs (2,593 million U.S. dollars at 6 per cent GNP) for the low target and 4.9 and 7.3 respectively for the moderate and high targets.

A framework for financing of this development plan is given in Table 6.

376. Table 6 - Financing framework for 1980 - African Documentation and Library Services
(in U.S. dollars, millions)

	National	University	Schools	Special	Public	Total
Central Govt.						
Low	8,500	44,000	0,086	4,000	2,346	58,932
Moderate	12,750	66,000	0,430	8,000	5,865	93,045
High	17,000	88,000	0,860	12,000	11,730	129,590
Local Authority						
Low	-	-	0,430	-	7,854	8,284
Moderate	-	-	2,150	-	19,635	21,785
High	-	-	4,300	-	39,270	43,570
Foreign Aid						
Low	-	3,500	-	0,500	-	4,000
Moderate	-	5,250	-	1,000	-	6,250
High	-	7,000	-	1,500	-	8,500
Private Sources						
Low	-	2,500	0,098	0,500	-	3,098
Moderate	-	3,750	0,492	1,000	-	5,242
High	-	5,000	0,984	1,500	—	7,484
Total						
Low	8,500	50,000	0,615	5,000	10,200	74,315
Moderate	12,750	75,000	3,075	10,000	25,500	126,325
High	17,000	100,000	6,150	15,000	51,000	189,150

Notes

377. Apportionment of financing is arbitrary but follows the same general trend insofar as central government and local authority financing for the African countries examined is concerned :

(a) Overall : Central government 75 per cent ; foreign aid 5 per cent ; local authority 15 per cent ; private sources 5 per cent.

(b) By category of library.

	National	University	Schools	Special	Public
Central Government	100%	88%	14%	80%	23%
Local Authority	-	-	70%	-	77%
Foreign Aid	-	7%	-	10%	-
Private Sources	-	5%	16%	10%	-

ANNEX

Compilation of recommendations made at international meetings on development of documentation and library services

1. Planning of library services

The planning of library services should be considered as an integral part of the planning of education, and only within that framework should the tasks of planning such services be undertaken. (Rec. A5, B1, B3, B4, F2)

2. Legislation

A strong representative central body is essential for co-ordinated and efficient library planning and development of all types of libraries in a nation.

Steps should be taken to ensure the enactment of necessary legislation to establish a central authority responsible for the general development of all library services in a country.

Such legislation should stipulate the constitution and functions of the library authority at all levels - national, State, district and local - and provide an assured basis for library finances. (Rec. B1, B3, B4, B6, F1, F3)

3. School libraries

(a) Rôle:

School libraries play a vital rôle in education. A school library should be an integral part of the school, and a library service is essential in the modern educational programme. (Rec. F1, A1, A4, A5)

(b) Definition:

An adequate school library service includes provision for trained library personnel and clerical assistants, organized collections of sufficient and appropriate books; other printed materials and audio-visual aids; adequate library rooms properly equipped; a regular library budget; a library programme which encourages and assists in the use of materials; and a continuing evaluation of the effectiveness of the library services in the school. (Rec. A1, A4)

(c) Functions:

(1) To help pupils to complete and perfect their school education.

(2) To help primary and secondary school teachers in their teaching functions.

(3) To help the community fulfil as much as possible the function of a public library where this does not exist. (Rec. A2, A3, A5, F2)

(d) Direction:

The organization, co-ordination and administration of a national system of school libraries ought to be the task of an administrative unit under the Ministry of Education. (Rec. A1, A2, F1, F2)

(e) Centralization of technical services:

Ought to be considered as the centralization of the selection, acquisition, cataloguing, classification, preparation of the books for loan. (Rec. A1, F2)

(f) Types:

Within a national system of school libraries, the establishment of different types of libraries according to the levels of teaching and the number of students is a necessity. (Rec. F2)

(g) Financing:

The financial aspects of the development of school libraries to be analysed carefully. 1.5% of the budget of public education should be devoted to school library development. (Rec. F2)

4. Public libraries

(a) Rôle:

The public library must promote the spread of knowledge, education and culture to all categories of population according to their cultural, economic, social and individual needs. (Rec. B1, B2, B3, A5, B6)

(b) Definition:

A public library must give access to an adequate collection of books and other materials of a comprehensive nature, which will give the reader an opportunity to study any field of knowledge without restriction. (Rec. B1)

(c) Functions:

(1) To provide free library services to all persons, irrespective of race, religion or politics. (Rec. B2, B5)

(2) To provide services for children. (Rec. B4, B5)

(d) Direction:

The national or regional authority should be responsible for the co-ordination of public library services in the territory, and should establish machinery for this purpose. (Rec. B3)

5. National libraries

(a) Rôle:

The national library should play a central rôle in co-ordinating the national library services and should, itself, provide the centre where full information is available on the national collections in view of its responsibility regarding the acquisition of the total national production of printed material. (Rec. C1, F1)

(b) Functions:

The functions of a national library are largely defined by the social, cultural, economic and geographic conditions of the country in which it is located, (Rec. C2):

1. to serve as a permanent depository for all publications issued in the country (Rec. C1, C2, A3);

2. to collect printed material concerning the country, wherever published, and be responsible for:

   co-ordination of efforts to secure all the foreign literature the country requires
   (Rec. C1, C2, A3, F3);

3. to serve as a co-ordinating centre for co-operative activities (Rec. C2);

4. to organize the national and international exchange of publications (Rec. C2, A3);

5. to centralize the cataloguing and classification of printed matter and to ensure the distribution of cards or printed catalogues for certain types of libraries (Rec. A3);

6. to compile, publish and distribute a national union catalogue of periodicals held by libraries in the country and to keep it up to date (Rec. F3);

7. to centralize interlibrary loans in respect of foreign libraries (Rec. C1, A3);

8. to have full and accurate knowledge of all sources of bibliographical information in the country (Rec. C1, C2);

9. to co-ordinate the bibliographical activities of the country (Rec. C1, C2);

10. to have the duty of compiling and publishing a regular, comprehensive national bibliography of current publications at regular intervals and endeavour to produce a retrospective national bibliography as soon as possible (Rec. C1, C2, F3, F4).

6. University libraries

(a) Rôle:

The university library should be an integral part of the university and an important factor in teaching and research. (Rec. D1)

(b) The university library should provide adequate readers services for undergraduate and post-graduate students, research scholars and faculty members. This means the acquisition, organization and presentation of books, journals, manuscripts, maps, charts and other graphic materials and of photocopies and microcopies, for the furtherance of instruction, research and extension work in universities (Rec. A5)

(c) Functions:

Each university should set up a central library responsible for:

planning and administration;

controlling the work of branch libraries;

co-ordinating technical processing;

maintaining and using a collection of books and documents; and

library extension (Rec. D1).

(d) Planning:

The planning of the libraries of new universities should be well in advance of the actual commencement of the courses.(Rec. F5)

(e) Direction:

All library administrations should have an advisory committee to which the chief librarian could submit problems as he thinks fit. The chief librarian would be responsible for co-ordinating the work of this body.(Rec. D1, F3)

(f) Organization:

(1) Each university library should draw up a co-ordinated plan for acquisition (or co-operation in acquisition) of books in special fields with the object of achieving as full a coverage as possible. (Rec. D1, F3)

(2) The university library should strive to achieve maximum uniformity in cataloguing. (Rec. D1)

(3) The university library should use internationally recognized classification systems. (Rec. D1)

(4) The central university library should possess a union catalogue, listing all books and periodical collections existing in the university. (Rec. D1, F3)

(5) The university library should organize or maintain reference sections containing the necessary material and efficiently staffed, so as to facilitate research and information. (Rec. D1)

(g) Building:

In planning a new univerity library, it should be ensured that the site be large enough for future expansion. The building should be centrally situated in relation to halls of residence and academic buildings, and it should be physically separated from other buildings. (Rec. F3)

(h) Financing:

Five per cent of the budget of the university should be devoted to university library development. (Rec. D1, F1)

7. Special libraries and/or documentation centres

(a) Rôle:

The development of special libraries and/or documentation centres is a very important activity in countries where rapid economic development is the objective. (Rec. E1)

(b) Functions:

(1) To provide the institutions for which they operate with bibliographical and information services in respect of studies and research in their respective fields. (Rec. D3)

(2) To exchange photo reproductions of documents between documentation services in the region. (Rec. E2)

(3) To collect scientific literature as an essential basis for documentation services. (Rec. E2)

(c) Equipment:

Attention is drawn to the need for establishing an adequate network of microfilming units within each of the countries of the region to supplement the resources of the national documentation service. (Rec. E2)

8. Library education

Library education should be accorded top priority, and facilities for training in library science and documentation made available locally.

Training abroad should be made available to senior librarians to enable improvement of techniques and to gain first-hand knowledge of what is being done in other countries in the library field. (Rec. B3, B4, B6, E1, F1, F2, F3)

9. Librarianship as a profession

Considering the importance of the place of libraries in the general development of the country and the need to attract staff of the highest quality, governments should ensure that librarians are accorded guarantees of career possibilities and salaries commensurate with their qualifications and responsibilities. (Rec. B6, D1, F3)

LIST OF SOURCES

A1. American Library Association

A2. Cameron Report on Education (Alberta, 1959)

A3. Meeting of Experts on the National Planning of Library Services in Latin America (Quito, 1966 - Unesco)

A4. The Council of the International Federation of Secondary Teachers' Association (FIPESCO) (Amsterdam, 1950)

A5. Regional Seminar on Library Development in South Asia (Delhi, 1960 - Unesco)

B1. Council of Europe Colloquy on Public Libraries (Namur, 1966)

B2. Conference on the Development of Public Library Services in Latin America (São Paulo, 1951 - Unesco)

B3. Seminar on the Development of Library Services in Africa (Ibadan, 1953 - Unesco)

B4. Seminar on the Development of Public Libraries in Asia (Delhi, 1953 - Unesco)

B5. Meeting of Experts on the National Planning of Library Services in Latin America (Ecuador, 1966 - Unesco)

B6. Regional Seminar on the Development of Public Libraries in Africa (Enugu, 1962 - Unesco)

C1. Symposium on national libraries in Europe (Vienna, 1958 - Unesco)

C2. Regional Seminar on the Development of National Libraries in Asia and the Pacific Area (Manila, 1964 - Unesco)

D1. Regional Seminar on the Development of University Libraries in Latin America (Mendoza, 1962 - Unesco)

D2. Meeting of Experts on the National Planning of Library Services in Latin America (Quito, 1966 - Unesco)

E1. Working Party of Specialists in Scientific and Technical Documentation in Africa (Nairobi, 1966 - Unesco)

E2. Seminar on Scientific Documentation in South and South East Asia (New Delhi, 1961 - Unesco)

F1. Meeting of Experts on the National Planning of Library Services in Asia (Colombo, 1967 - Unesco)

F2. Meeting of Experts on the Development of School Libraries in Central America (Guatemala, 1968 - Unesco)

F3. Leverhulme Library Conference of University Libraries in Tropical Africa Salisbury, 1964)

F4. International Conference on African Bibliography (Nairobi, 1967)

F5. Seminar on University Libraries (Birmingham, 1968 - Unesco)